

## **Historic, archived document**

Do not assume content reflects current scientific knowledge, policies, or practices.



7-1682 1-10 complete 1287

# PERSONNEL MANAGEMENT

A STUDY OF

PRINCIPLES AND METHODS

BY

FOREST SUPERVISORS, U. S. FOREST SERVICE

FIRST LESSON



Discussions of this lesson should  
reach Denver not later than January 8, 1930

Dec. 20, 1929

## DEVELOPMENT OF PERSONNEL METHODS

A ranger assigned to one Forest was reported to be inefficient, ineffective, and unadaptable, in fact sub-standard both mentally and physically; assigned to another Forest, he is a highly efficient capable ranger.

Another ranger was reported by two Supervisors as being good-natured, energetic, capable, volunteering for extra jobs or difficult assignments; under a third Supervisor, he is "sullen, lazy and incapable."

In another organization, under what was considered good management a few years ago, a group of workers, crowded to the limit, produced 5 units per hour; under a new system without crowding they now produce 28 units and are happier and more contented.

In each of these cases the change is in management, the men merely reflecting this change. Thousands of examples such as these have convinced industrial leaders that "man management" is still the big problem in industry. Yesterday we had the industrial engineer studying machines; today we have the "incentive engineer" studying men. As business increases, the problems of coordinating human energy increase. The present is sometimes called the "machine age" but never did any age impose such great requirements on the ability and ingenuity of men.

From the beginning of group activity there have been personnel problems, much the same problems that we have today, and there have at times been large organizations. It is said that in the building of a pyramid in Egypt there were employed 100,000 men for twenty years. That would be a sizeable construction job even today. But at that time there were no competing firms ready to bid on the job; even so they seem to have given a good deal of attention to organization, welfare, planning, et cetera. However, the records do not give us much light on their methods. Personnel work was done before it was given that name or segregated from other management activities. As the volume of such work increased, managers began to delegate it to individuals. Not recognizing its importance it was not all delegated to one individual nor always to the same individuals.

About twenty years ago this condition began to change and personnel was much discussed. Employment seems to have received first recognition and many companies established employment offices. Before that, each foreman hired his own men. When the man in charge was designated "Employment Manager" the position attracted attention and there developed a wonderful crop of "employment experts" who came near wrecking the whole idea. You have no doubt read some of their schemes or tests by which they claimed to be able to determine a man's fitness for a job.

After weathering this storm, the next thing was the fight for recognition as a profession and a standing and authority in the organization.



Even today you will find a good deal of space given in personnel literature to the place of personnel work in the organization. Men in the work were fighting for more authority, more recognition, more jobs, bigger titles, and bigger pay. At first the line executives resented the intrusion of this new office, but later saw in it a chance to get rid of disagreeable duties and responsibilities, so they shoved it all to them, particularly the responsibility when things didn't go so well. But neither extreme is right. It is recognized now that most personnel work must actually be done by the line executives, and that the highest function of the personnel department is to assist, coordinate and facilitate this work.

Following the establishment of employment offices, it was necessary to find something to do, so for a time they spent their surplus energy in devising new forms and records. Even as late as 1918 that classic on "Hiring the Worker," by Kelley, devoted a great deal of space to records. While the pendulum has swung back in the other direction, as is usually the case, it has left with us not only a number of valuable records, but also a better appreciation of records in general.

In some organizations the development took other forms or fads. In many, personnel work was "welfare work". The personnel officers worked for better homes, organized athletics, formed mothers clubs, protected employees from loan sharks, or related jobs. In others, it was largely health work and sanitation. Among foreign employees, it was largely teaching English and citizenship.

Right after the War, the rating of employees became a fad and everybody had some scheme for rating. These were at first simple but rapidly increased in complexity. After a time this complexity wave subsided and the practice returned to fairly simple forms, then started another period of growth, but along new lines. Right now the chief interest in ratings is in the rating of executives, not laborers. The rating idea is not dead. It is being studied more systematically than ever before.

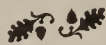
Then training had its round. It started before the War but received its real impetus from army experience. It rose to greater heights than any previous fad and the receding wave is only just starting, if at all.

And last, but not least, comes the wave for job analysis and job specifications. This is still on the upgrade. Many writers call it the most important personnel work. One calls it "the basic thing in the personnel game." Another says that "it has made personnel work a science." Yet another says that it furnishes the factual basis for personnel development. These statements are probably over-enthusiastic, but they illustrate how these things have tended to go in waves.

Invariably, whatever its beginning or whatever line of activity was most emphasized, it always at first had to do only with the laborer. It

was the laborer who was analyzed and trained and wel-fared and card-indexed. It was universally accepted that men who had risen above that rank needed no help. They could take care of themselves. It was like the farmer who cultivated only the poorest soils since the good soils would raise a crop anyhow. But work on the better soils give the greater return. So too with men; at least that is now the accepted idea. It is the executive who is now being trained and analyzed, an so forth.

One thing that always strikes me, when studying any management problem, is how closely our development has paralleled that of industry in general. As a government organization, we are not supposed to be interested in progress, but it seems that we are going in the direction of the leaders, not always out in front, but never back with the drags or even with the average.



### Suggestions for Discussion.

Since this is a training course in which we train each other through an exchange of ideas and experiences—discussions—as agreed last year, the first thing is to determine our needs. My suggestion, therefore, is a question:

1. What are our most important or outstanding personnel problems or weaknesses?

2. What would you like to discuss or have others discuss in the field of personnel management? (While all lessons are written in tentative form and Lesson 2 is ready for the printer, it is not too late to rewrite the other eight, or introduce for discussion subjects which you suggest.)

3. About how much of your own personal time does personnel work take? Are there any factors peculiar to the job that tend to increase or decrease the attention which this work needs or gets?



1240  
JAN 17 1930

# PERSONNEL MANAGEMENT.

## Lesson 1.

### DISCUSSIONS.

W. B. Rice

Emmett, Idaho.

1. Our most important personnel problems are: (a) Hiring and training of short term employees. (b) Methods of reducing turnover among short term employees. (c) Maintaining the proper degree of enthusiasm and loyalty among employees who work either as isolated individuals or in small groups. (d) Recognition of merit by some more definite and dependable method of promotions and salary advances. (e) Selection of men for permanent places in the organization. (f) Training of yearlong employees.

It is difficult to list problems in their order of importance but those relating to the short term men have been placed first because it is the one which has received the least attention, is an annually recurring problem, and one whose proper solution will give the quickest and most pronounced results in increased production and efficiency.

2. My own personal interest at the present time is greatest in the problems of hiring, training and reduction of turnover of short term men.

3. Personnel work takes from 10 to 14 days of my time each year. I believe there are no factors peculiar to my job that make it different from that of other Supervisors. The amount of work to be done is fairly constant.

--

James E. Scott.

Laconia, New Hampshire.

Forest Service personnel management, in my mind, is not unlike the long and tortuous main thoroughfare of one of our great American cities. Its major intersections might be marked "Recruiting," "Selection," "Assignment," "Training," "Supervision," "Output," "Discipline," "Advancement," "Wedding," and "Retirement." At each of these major crossroads the executive, the man at the wheel, encounters problems of outstanding importance with a goodly sprinkling of lesser problems calling for quick and sure decision all along the way. I hope that the discussions of our "open forum" this winter may really get down to cases, that they may be sharply focused on specific needs, and result, not merely in the airing of a lot of our personal views and experiences in inconclusive discussion, but in some definite programs to be followed by each of us and by the Service as a whole toward actually solving some of these problems, actually meeting some of our needs.

Probably every Supervisor could give you a list of six or eight personnel problems or weaknesses which, within his necessarily restricted vision appear to be of outstanding importance. For examples at random: 1. Dearth of men ready for advancement beyond the ranger grade. 2. Our weakness of method and means for satisfactorily measuring individual output. 3. The weakness of present Civil Service examinations as conclusive tests of fitness for our work. 4. The relation between a financial policy which at

times appears to make poverty of itself a virtue, and a constructive personnel development program. 5. Minimum requirements of the probationer's job program. 6. The failure, which I believe to be general on the part of Supervisors, to find time to do justice to job analyses and to the individual man-to-man training and development of each subordinate. 7. The inadequacy of our contribution to the Forest Schools of acceptable teaching material.

And so on! Possibly none of these rings the bell. But what of our leadership? From their long and wide experience, from their continual contact with the field, do they not already know and fully appreciate just what or which are our really important weaknesses or problems in personnel management? Could they not say to you as the conductor of this course, "Here, Mr. P. K., are ten outstanding problems or weaknesses; make each the subject of one of your course discussions. Give the Supervisors the best of our own thought to date on each, the best pertinent material from outside sources, and seek among these 150 men not a mere exchange of ideas but at least a partial answer to "What can and will we do about it? and when?"

I'm a firm believer in the "open forum". The soap-box in Hyde Park, London, is also a great institution and a very necessary one - but it doesn't get anywhere very fast. I'm hoping that somewhere in this scheme of discussionary courses there's a means designed to translate talk into action. The Cost Keeping course of two years ago appears to have possessed that feature. Possibly last winter's course did also, and maybe it's all provided for this winter. If so, why not tell us about it early in the course, and thereby, I believe, stimulate greater interest?

In "Trends in Personnel Administration," Page 149, it is stated that in the last few years some very substantial progress has been made in developing methods of measuring office-employee output. Do we not need this sort of thing very badly? I remember we were trying it fifteen years ago or more, but we didn't get very far.

- -

John C. Kuhns.

Baker, Oregon.

1. Speaking as a Supervisor, our most outstanding personnel weakness lies in the failure of executive officers to give personnel management the high priority everyone concedes should be given to the selection, training, supervision and advancement of Forest Service personnel.

It has been stated by men who should know that the progress made by the Forest Service has been due to the initiative, resourcefulness, loyalty, and general high caliber of our personnel. Possibly this feeling on the part of executive officers has been the cause, in part at least, of our rather laissez faire policy in personnel management. Forest officers have done remarkably well without constant direct supervision. In most cases the fact that they were "on their own" acted as a stimulus for them to do their best. No doubt there would have been less lost motion and fewer good men who went astray if personnel administration had received more attention, but the Forest Service organization seems to have had a minimum supply of full-time bosses, considering the number of men employed. Probably the Chiefs of the Branch of Operation and Forest Supervisors have come the nearest to qualifying as personnel officers, but it would be interesting to know how many duties in addition to personnel management these men had



The first lesson will be sent out on December 20 and thereafter a lesson will follow every ten days. The published discussions will begin 20 days later and follow at ten day intervals. The course will again be handled from Denver since that is centrally located. Mail your discussions and any questions or suggestions to the District Forester, Federal Building, Denver, Colorado.

Just one more word: We call this a "training" course; it is so in a sense, but not in the sense that any one person will train all the rest. Each one of you should write his discussion as a teacher, not as a student. You have something we want. Try to give to us the thought you have that may help.

*Ry. Stuart.*  
Forester.





fifteen or twenty years ago, or have even today for that matter.

The increased volume and complexity of National Forest administrative work nowadays certainly requires that more and more attention be devoted to training and supervising, but it seems to me that personnel management is one of the few jobs left that an executive officer can slight and still get by, for the time at least.

On a great many Forests the firemen and lookout men receive more intensive training than new rangers. A Supervisor can, with certain exceptions, leave his Forest organization shift for itself and still prove that he worked overtime on jobs that really demanded his attention.

A ranger or Supervisor may be praised to the skies in one inspection report and damned to the nether regions in another one made the same year. A ranger cannot be recommended for promotion unless a thorough inspection has been made of his work during the preceding year. The reason for this is obvious and good, but it seems that the emphasis should have been placed on closer contact with rangers who were considered to be below par. Regulations, instructions, methods, standards, policies, and the like have been prescribed for our guidance in handling all the various phases of our work. It is no little job for any one man to acquire a working knowledge of all of these and to make his work conform to them all. In too many cases we assume that the written word is sufficient to make Forest officers, and rangers in particular, proficient in a wide range of subjects, some of which are important and complicated enough so that they are included in college courses for prospective foresters. How about the Forest officer who has difficulty in cramming all of this knowledge into his head? Some of our best field men are in this class. The Forest Service, like modern industry, has been developing more intricate machinery and should educate its men to run the new type of machine.

These are items selected at random which illustrate some of our weaknesses, but, above all, we have not devoted sufficient time and thought to personnel management.

3. I am intensely interested in learning the amount of time that other Supervisors devote to personnel management; also I would like to get the opinion of the Forester and Chiefs of Operation as to how much time should be spent on personnel work.

It is difficult to segregate time devoted to personnel management from other work without overlapping. If it is assumed that all time not devoted to specific jobs other than supervisory are chargeable to personnel work, I spend approximately 40% of my time on personnel administration. This includes time spent in training, supervising, reviewing, and inspecting of the work of others, conferences with men relative to various phases of their work, preparation of work plans, diary reviewing, personnel ratings and personnel conferences. Sixteen yearlong employees are working under my supervision.

Most Supervisors have had years of experience as doers rather than directors, and it hard for us to get out of the habit of trying to do too many jobs that interfere with our primary duty of supervising the work of others. There is no doubt but that the importance of many of these jobs

has been stressed unduly. I know that I have spent time on plans of various kinds, in consummating timber sales and land exchanges, in handling complaints of one kind or another, PR contacts, and the like, when I should have been supervising work of the organization under my charge. However, the former were important specific jobs that demanded attention presumably by the head of the local Forest organization, and since the local Forest officers were not sending out any SOS calls they got whatever was left of my time after I had handled these other "supervisory" jobs. I wonder if I am altogether to blame for this. Whoever heard of a Supervisor refusing to negotiate with a prospective purchaser for a large block of timber, or with a land exchange proponent, because the Supervisor already had arranged to spend that particular time with a district ranger? If he is behind in his schedule, does he decide not to send in the annual grazing report, or the allotment estimates, or respond to a hurry-up call for taxation data, because these would conflict with important personnel work? He might be able to detail someone else to do these jobs, but they are done regardless. These are exaggerated cases, but they illustrate what I mean, namely that a Supervisor supervises in his spare time.

- -

George M. Gowin.

Weaverville, California.

1. Personnel problems are inter-related and interwoven with the actual accomplishment of work along all our lines of work. Since it is men not machines that we deal with in getting our work done, and who are responsible for actual accomplishment, personnel management is an indispensable part of administration.

The volume and quality of the work accomplished depends on training men to do things in the latest improved ways. This not only allows more work to be done in the time available but also improves the quality and ease with which it can be done. It also follows that the man trained should be taught to train those under his supervision.

A problem in personnel work is deciding upon the proper incentive to be used with each individual. "Where there is a will there is a way." If the individual has the real desire to accomplish his work and receives training in the best methods to follow he will be able to do more work with less effort and the work will be of better quality. Our job analysis and work plans have gone a great way in making possible an increased load of work. However, the executive must follow up the plans and keep alive the incentive. He must keep the morale of the force at top notch. With the increasing load of work that the Forest Service has it is absolutely necessary that every possible means be used to save time and to accomplish more in the same time. This takes personnel work, work with the individual.

One weakness in personnel management consists of not bringing shortcomings to the attention of the employee at the time they are noticed. Too often things go from bad to worse, just through overlooking minor faults until finally drastic action must be taken.

2. The means to use to get work done, have it done properly and on time is the object of all our personnel work. Even when we are training for advancement the above is the ultimate object.

I would like to see discussed the means others use to secure the



prompt taking hold of a job; the elimination of procrastination. Another point I would like to see discussed is how to overcome the effect of getting behind in work planned and necessary work on account of fire intervening. There is a psychological effect in being behind which brings about depression. The opposite is expressed in "Push your work, don't let it push you," which gives one an exhilarated feeling and brings enthusiasm.

5. It is difficult to say how much of my personal time is taken up with personnel work. While riding along by horses or car, or in the evening by the fireside when one is with the members of one's force, the talk naturally runs to improved methods, explanations, and so forth. The Supervisor in his conversation is training, teaching the one he is with correct methods, and procedure in performing various parts of the job as a whole. This process is continually going on whenever there is contact between the Supervisor and members of his force. It should not be limited to this phase since the ranger when he is with the members of his force should be training and keeping up the morale. Therefore, as an integral part of the training work a Supervisor does he should teach the ranger how to train those under the ranger's direction. Even when the Supervisor or member of his staff is helping to do a specific job he teaches or trains and is doing personnel work.

In addition to this there is time spent on giving study courses and office follow-up of the work plan. Diary analysis and other work of checking or following up a man's performance can be classed as personnel work. I would say that approximately 20 days a year is given to the class of work mentioned in this paragraph.

There are certain factors which on account of the nature of Forest Service work increase the attention which the work needs. The work covers so many lines of endeavor that there is always need of training along the various lines of work. Then, too, we are not standing still and to keep abreast of the improvements in our work, which are being constantly made, training is needed currently. We can never be through with the job of training.

Another factor peculiar to our work is the fact that the material incentive enters and can enter in to a much less degree than in private industry. Our incentive must be one or several which relate to our mental well being or to altruist or idealistic.

Unless we progress we will retrograde. Therefore, still more sustained effort is needed. We all recognize that our administration is not by any means perfect. We have to work with men, human nature, therefore, what we accomplish depends on how well we work in developing the men we have in our organization.

- -

Andrew Hutton.

Durango, Colorado.

1. It is probable that an "outsider," trained in personnel matters could study our personnel situation and prescribe the needed medicine. It is often the case that those on the "inside" know the least about the actual situation. This is perhaps partly true in the Forest Service, but I believe that many on the inside in our case are in a position to diagnose a few of our personnel ailments and some perhaps can provide the cures.

It seems to me that one of our most important and outstanding personnel problems in the Forest Service is our failure to recognize and take action in a personnel case before it is too late. Frequently it seems that what are considered at the time matters of minor importance are permitted to drift along without action until they become serious problems. This occurs either through our failure to recognize the problem as such or our failure to take action after the case has been recognized. Often the man has left his district or the Forest, or in some cases has even left the Service, before his mistakes and shortcomings are discovered. Then we begin to criticize the man who, during his period of service, was considered a top-notch officer. In some cases at least the succeeding officer and not the man's superior officer discovers the problem after it is too late to correct it.

I believe that the Service also faces the problem of creating incentives which in private business are provided in many ways such as by stock dividends, bonuses, etc. No doubt there are possibilities in the way of incentives in Service work, and if so they should be made known and applied.

Esprit de corps is a mighty necessary thing in every organization. We must have it if we are to make progress as an organization. Once upon a time men did things in the Forest Service for the pure love of doing them. Some of this is no doubt done today but it seems to me that it is much less than it formerly was. New methods are being put into effect and new requirements are being made. Today we are doing things more systematically and efficiently, but I sometimes wonder whether or not the bulk of the "rank and file" realize the need for some of the requirements. In the case of some of our statistical data and reports which require a considerable time in their preparation, I know that many of the field men are unable to determine their usefulness and often doubt their value. The elimination of useless or non-essential requirements and the selling of the idea to the men responsible for the collection and compilation of the data that the requirements are all necessary and the data useful, will create in them the desire to do things without the thought that it must be done simply because someone higher up requires it. To create this desire on the part of the personnel to do things is a problem of major importance.

2. Personally I should like to see incentives and the possibility of their practical application in Forest Service work discussed during this course.

I believe that it would also be worthwhile to discuss the personal characteristics necessary to successful leadership, how they can be developed and how they can be practically applied.

3. Personnel work has, I will frankly admit, taken entirely too small an amount of my time because other work, altho less important, has been more pressing.

- - -

E. G. Miller.

Flagstaff, Arizona.

It seems to me that one of our big personnel problems is the recruiting, selection, and training of the right men for the jobs.



Personnel  
Training  
(Personnel Management Study)

December 13, 1929.

MEMORANDUM FOR THOSE TAKING THE DISCUSSION COURSE ON  
PERSONNEL MANAGEMENT

A distinctive characteristic of the Forest Service is its readiness to learn from its experiences which means that its members are eager to learn the lessons to be drawn from their individual experiences. I believe we can also say that we possess not only the desire to learn from experience but also a working knowledge of how to do it. A recent bulletin of a management association included the statement that "the open mind toward experience requires the open forum for the appraisal of experience." Our discussion courses are a part of our technique for searching out the significant things to be learned from the experiences of ourselves and others. It is becoming increasingly clear that these open forums of ours for the appraisal of experience are actually effective in maintaining the open mind and the out-reaching mind. To be sure, in connection with our discussion courses, we have read books and consulted authorities, but perhaps the chief value to us of these courses has been in the help they have given in interpreting and appraising experience.

Much that we do, many of our traditions, most of our habits, a large part of our competence is determined by our experience. Our timber management plans are based on experience interpreted in the light of principles learned in school or from books. The same is true of our financial management plans and our range management plans.

Acting on the advice of all District Foresters I am asking you this winter to discuss personnel - or rather providing the "open forum" for the appraisal of our experience in personnel management.

In an organization such as ours, personnel work can not be handled exclusively by a specialized department. It is necessary that each one do his part. Each Forest must have its policy and plan for personnel as well as for timber or range. You have had experience, but local experiences must be coordinated and interpreted before they can serve as a basis for coordinated and unified plans. In the group associated with you in these discussions there will be an aggregate of nearly 2,000 years of supervisory experience - a wonderful background, it seems to me, as well as a great storehouse upon which to draw.





It undoubtedly helps our discussion courses to carry on supplemental reading in connection with them and I have asked that appropriate material from outside sources be sent this winter with each lesson. The plan followed last year of merely giving references was unsatisfactory.

Personnel work is just now receiving a great deal of attention throughout the whole country; much is being written on the subject and much effort is being put into personnel research. While we can not follow this outside work as closely as we do developments in our own profession, we should know something of what is going on.

Our purpose in this discussion course is to increase the quality of our personnel management. Our discussions should stimulate us to find opportunities for new and better procedures and new lines of approach. And as scientists we must approach the problem without prejudice, recognizing that everything is susceptible of development. All our methods will in time be improved; let us hasten that time. But discussion alone will not improve anything. We must have the resolution to put into practice any worth while ideas which you may develop. In this I will undertake to do my part.

It is a significant thing that many people are looking for large developments in the field of personnel management. Edison is credited with having said recently that he believed the next century would see greater developments in human engineering than the last century witnessed in industrial engineering. The reason for his belief is the new attitude that is developing toward human relations problems. For centuries men discussed physical phenomena in abstract metaphysical terms on the basis of generalized assumptions. No progress was made. Then developed the modern scientific method, based on observed and recorded facts, and progress has been rapid. If we as scientists can approach this study of personnel in the same mental attitude that we would approach a problem of silviculture, good is bound to result. And is there any reason why we cannot?

The method this year will be much the same as last; a "lesson" will be sent out which attempts to open up for discussion a certain phase of personnel management. You will then prepare and send in a discussion of the same phase. From those sent in a representative number will be chosen for publication and these will be sent to you so that you will get a cross section of the thought of the entire Service. Each lesson will suggest something for discussion but you are not limited to these suggestions. Remember this is an "open forum" and that means what is says.



Under the present system can we ever hope to get the men that we would prefer to have for rangers? I doubt it. I wonder sometimes if we would not be better off if the usual examination for Forest ranger were abolished. The mere fact that a man passes a written examination does not mean that he has the making of a Forest ranger. On the other hand, a man who has the making of a first class ranger for a certain district may fail to pass the examination.

Wouldn't it pay to fill vacancies with temporary men, men who are known to be practical and who give promise of developing into the right men for the jobs? After a stated time, say a year, a special examination could be given. Most of the questions should be practical. If a man were being examined for a district where grazing of sheep is the big job, and will be for an indefinite period, there would be very few questions about "steam niggers," and none of these new fangled word puzzles. But there would be questions about riding, packing, damage to Forest growth, the proper way to deal with people, and the education of permittees.

I do not believe that our present system of selecting new technical men is the best that could be devised either. What has the taking of a college degree and the passing of a technical examination to do with the shoeing of a horse, the working out of a practical management plan for the DK range, or the putting out of the fire in Hidden Hollow? Men come out as "technical" men who never did a day's work in their lives, and who are impractical and in no way fitted for the work they are supposed to do. Some of them know nothing about getting along with men; some of them know so much that they seem above the men with whom they must work, and too good to do the routine jobs that every Forester must do. One of our recruits began to talk about realizing on his investment in his education before he had been here a month (he thought he should be filling a supervisory position); another had learned all there was to know about scaling, marking, brush disposal, cooperation with the camp boss, etc. in a week, and was ready for a job befitting a technical forester. I am not condemning education - far from it - education should go on throughout life, but some scheme should be devised that will enable us to pick men who in addition to the little they have learned in school, have a practical "bent" who are not afraid of work, who have a will to do and ability to get along with "common folks."

2. I should like to see the question of training discussed. The training camps are good in a way but not practical enough. There are ranger districts where it would pay to keep yearlong assistants in order that trained men might be available for taking over district vacancies. (assuming that the district rangers were of the type who could train new men); but it seems to me that the Forest Service should consider the idea of establishing "training Forests," where those men who have been selected as "likely" material would actually get out and "go through the mill." It would be necessary to have them actually mark timber, fight fire, build roads and trails and telephone lines, shoe horses, ride, pack, post allotment lines, lay out grazing plots, etc. etc. The recruits would have to be directed by men who know their business, who have enthusiasm and ability to inspire. The recruits would be handled in groups.



James E. Gurr.

Austin, Nevada.

My experience indicates that our outstanding weakness in personnel matters is the present system of recruiting employees and the lack of training of the new employee prior to his being assigned to his position. The turnover in personnel on the Toiyabe has been high, due to several factors, one of the principal ones of which is the inability to interest a sufficient number of prospective recruits in qualifying for the ranger positions. This has resulted in a limited number of applicants with education and experience enough to pass the more or less stereotyped examination given by the Civil Service Commission being placed on the eligible list, and this list is handed to us virtually with this statement, "Here it is. If you need a ranger, one of these and no other will have to do." The powers or prerogatives of choosing one's employees are thus much curtailed, which has influenced to a material extent the present turnover, the prospective employee proving in too many instances that he was not qualified for nor adapted to the position, and in many cases slowing up progress as a result.

Examinations probably are necessary; nevertheless they should not be the determining factor of appointment, since there are qualifications other than education that enter into one's fitness for the work and that are as important if not more so than education. Some of these are personality, resourcefulness, initiative, ambition, etc. It is my conclusion that if an examination were given along lines similar to that now given, with modifications adapting this more nearly to the actual conditions that will be encountered by the prospective employee, and this examination were supplemented by tests given by the local supervisor to determine the fitness of the applicant for the position, with full authority to reject the applicant if the local tests indicate that he is undesirable, material progress would be made.

In several instances high recommendations from other sources have been made of the qualifications of the prospective applicant; nevertheless it was believed when personal contact was had that the eligible would not prove satisfactory, but in the absence of tangible reasons, and in view of the certification of the applicant, appointment necessarily had to be made, subsequent developments however proving that the intuitive judgment was correct, and necessitating a change with the resulting slowing up of progress.

In too many instances too much is taken for granted in the new employee's knowledge of the requirements of the position he is to fill. In other words, there is a lack of the intensive training that is needed if the employee is within a reasonable length of time going to absorb the knowledge vitally essential to progress. In too many instances the new employee has had to grow into his position, rather than being trained into it. Practically every private enterprise recognizes the need for and value of training an employee before he is assigned to his job. The Forest Service has values comparable with and proportionate to those of private industries. Should it not, therefore, be as important that a new employee in our Service be trained into his position before being given the authority to say how our resources will be managed?

The plan at one time was to establish ranger training districts. How far this idea developed I am unaware; nevertheless I believe that it

has considerable merit and should be followed up, being firmly convinced that training schools will eliminate what have been and no doubt will continue to prove costly mistakes, and that these training schools will eventually prove a matter of economy through effecting a material savings in time of supervisory officials. If training were made a prerequisite of assignment to a position, and the present Civil Service requirement of first considering the residents of a State for employment to a position within the State were discontinued, we would then get the best materials, since such schools would weed out the undesirable or unadaptable prospective employees before they are placed in actual control of the resources.

Training schools should be decentralized to an extent that training will be given along lines comparable to the actual problems that will be confronted when taking over the assignment.

- -

Sam R. Broadbent.

Bristol, Tenn.

Personnel work is on the increase rather than the decrease, but it is coupled closely with the other duties of the Supervisor, the District Forester, and his staff, as it should be.

The personnel problem presented by the physical inability of older men to perform their duties efficiently seems a problem of no little import. This can be shunted off as an administrative problem, but the problem still remains.

The Forest Service does quite a little training "in place" but it always seemed to me that this training should be preceded by a few months intensive training in Forest Service methods at some "central training depot." I have always thought this and believe that we will resort to it eventually.

All in all the Forest Service has an excellent esprit de corps, in spite of the fact that all field men cannot do the impossible and complete ten jobs at one time.

The superior officer who gets across his points to subordinates without a "dog fight" is the ideal man from a personnel standpoint. It is possible that such a superior may obtain the results in the end just as well as the "swashbuckler."

- -

Roy A. Phillips.

Grangeville, Idaho.

1. Without doubt the most important personnel problem with which we are confronted is the training of men. It is particularly true that while there has been considerable training work of various sorts during the past ten years or so, we seem to be still groping in the dark and the net results of all our training work have fallen a long way short of the expected mark. This is probably due largely to the methods followed and the experience of industrial concerns along training lines should be of immense value to all men conducting training work.

Of first importance I would say is the selection of personnel. It is particularly true in the Forest Service that there are a lot of square pegs in round holes and this situation is not always so much due to the men themselves as to environment. There is sometimes a clash of personality that



precludes the possibility of a man putting forth anything like his best efforts, and it is particularly true that little has been done to correct the situation. Certain men not suited for the work should be shunted out into other professions; this latter is now being done to some extent by Forest Schools.

Lately there has been the inclination for men at the head of the organization to do too much of the thinking for the rank and file. Personally I think the rapid advancement of the Forest Service along many lines has been due to a careful selection of personnel, coupled with the delegation of responsibility and initiative, although training as we now know it was almost non-existent. Of late years, however, we have had a fairly steady diet of someone's pet hobby crammed down our throats and have generally had to take the medicine and say we liked it altho we sometimes had ideas of our own and had what we thought a system better fitted for our own particular needs at the time.

men

In training/I think we have been too prone to run a graduate course and assume that when a man once completes the course of instruction that he is fully trained and unless some well defined shortcoming crops out, he is not given much more intensive training.

2. I would particularly like to have training on the job discussed as this is the method with which we originally started out but which has been generally superseded by group training.

The training of supervisory officers, as discussed in the lesson, is of interest and is a phase of personnel training in which we have been particularly weak. For instance, we expect men to train others in work in which they have had little or perhaps very imperfect training. In reviewing the reason for failure on a fire the fireman or ranger is often blamed while the fault in reality lies with the Supervisor, or possibly higher up.

3. It is realized that far too little of my personal time is taken up by personnel work. Perhaps this is due to some extent by conditions over which I have no control, altho a considerable part of it is the result of improper planning. With new men training on the job is particularly important and I do not think nearly enough of it is done.

On nearly any forest, or any job, for that matter, there are conditions that are not satisfactory but that have apparently always existed. They are not unsurmountable but are probably unpleasant to handle and are side-stepped until they become real problems. I think this exemplifies in a certain measure the personnel problem with which we are confronted.

- -

Richard L. P. Bigelow, M. M. Barnum and L. S. Smith. Nevada City, Calif.

1. The most important outstanding personnel problem or weakness is the difficulty of training men; the Supervisor's force training the rangers and the rangers training the guards. This main problem may be subdivided under three heads:

1. Ability of the trainer to train. (a) Actual ability to train, and (b) Interest in training.

2. Opposition of the trainee to accept training.

3. The unconscious effect of personal likes and dislikes;



that is the trainer devotes all or most of his time to the training of men of similar type as himself, while men of dissimilar temperament generally receive little training and are often turned down as failures. We feel this accounts largely for men being failures on one Forest or district and successful under other leadership.

2. We need assistance in learning how to train. The training we have had in the past is simply inspection, the setting up of standards and the responsibility of the job. We need teaching in the process of setting up and carrying out the proper methods of training to enable us to teach the other man. We seem to lack organization of the knowledge we have.

3. For the Supervisor it is difficult to give an exact percent of time devoted to personnel work, owing to the fact a large part of it is incidental to other work. I should judge forty percent of the Supervisor's time is devoted to personnel work. About 25 to 30 per cent in the case of each the assistant supervisor and grazing examiner's time is spent in research, advice and cooperation with the field force.

Probably the fact that the men on a National Forest are scattered and the supervisory force is not in continual personal touch with them tends to make the job of training more difficult and, therefore, takes more time than in most organizations. Also, individuals do not get as much training as when they are under personal supervision at all times.

- -

Carl B. Neal.

Roseburg, Oregon,

1. I do not believe we have any important or outstanding personnel problems or weaknesses which cannot be cured within the organization or by the organization itself if sufficient effort is made. Some conditions which I consider problems are:

(a) We have not sufficient yearlong apprenticeship positions and those we do have carry rather heavy responsibilities for minimum Civil Service grade. Our apprenticeship jobs now are confined to scaler, assistant district ranger, and junior forester. As a consequence, many men are now given greater responsibility than they can carry when first appointed. Particularly those who have to start in as district rangers. Their work is seasonal so that there is not much occasion for a man making the same mistake twice in the same year or during his probational period. For this reason the probational period is not long enough and frequently a man is carried through his probational period because the Supervisor is not satisfied in his own mind whether or not he can make good and he gives him the benefit of the doubt. A good many men, including forestry students, come into the yearlong organization from the short term force. Merely because a man shows up well when compared with the short term force is no guaranty that he will improve the average of the yearlong organization. We need more Civil Service apprenticeship jobs like those mentioned and it would be a boon to our organization if all short term jobs could be yearlong. It is recognized that this is impossible.

(b) If we had the funds a three to six months intensive training course for district ranger material before they take over their responsibilities would be very desirable. However, this difficulty can be and is

being overcome quite successfully by the Supervisors and their staffs training men on the job.

(c) The nature of a district ranger's work makes it impossible, I believe, to maintain definite concrete accomplishment records. This difficulty is common, I believe, to all executive and administrative jobs.

2. One subject I would like to have discussed would be the feasibility of a personnel officer in the District Office, one whose duty would be confined to personnel management. What would be the relation of his office to the offices of Assistant District Foresters and Supervisors?

3. Considering that the Supervisor's job is to delegate the work to his staff and district rangers and that he should then follow up this assignment by assuring himself that these men are adequately trained for the work and checking the accomplishments by field inspection, almost 100 per cent of his time is personnel work.

- -

P. T. Harris.

Portland, Oregon.

Personnel management, having landed where it belongs, on the shoulders of those line or executive officers who are responsible for results, becomes closely associated with job analysis and measurement of efficiency. Like Public Relations, it becomes on final analysis, a part of every activity.

To get the best men, give them best conditions for work and develop them to the highest stage of efficiency involves primarily the determination of just what this work is, how it should be done, and how rated or measured in terms of actual results.

The work of a factory employee may be measured in the number of bolts he stamps out with his machine. This is affected by his personality, health, living conditions, wages, incentive, light, air, type of machine, and supervision, as well as by his knowledge of the machine, how to make every move of hand and foot, and ability to make these movements rapidly. Further, his proficiency, methods and ideas may be utilized to improve the work of both himself and others. Personnel work involves various elements in so simple an operation as this. The output may be readily measured in bolts per day or in bolts per dollar without any facts of quality involved, and yet the most efficient workman may be getting a low result. The conditions of his employment should be weighed in rating his time efficiency.

The work on a ranger district or a Forest is more complicated, not only in the varied field of action but in the relative importance of different fields. One man's pressing problem may be grazing, while his neighbor's is public relations/recreation, or timber. Different men have different personalities, different aptitudes, and capacity for special lines of work. Is it the function of personnel management to train or develop a man whose inclinations and capacities lie in other directions to handle the work in other lines which often are most pressing? How far should experts, or those more proficient than the incumbent, be used on detail to such districts for assistance and training, or for taking over these activities? That is assuming that we retain our present organization whereby one man in a district handles all activities. What plan,



if any, is practical for transfers of men to districts where activities are well handled which are lacking or deficient in the home territory? The same subject raises questions of rating efficiency on lines of greater or less priority.

Group training has its place and its weaknesses. The same is true of correspondence courses. The development of men's weak sides is truly the function of the supervisory officer, but the methods, means, and incentives that have been or may be found effective are perhaps worth some discussion.

J. R. Hall.

Sonora, California.

What are our most important or outstanding personnel problems or weaknesses? I note that the second lesson, which has already arrived, concerns itself with job analysis. This is a subject well worth while. I would suggest as another topic, "Man Analysis."

I have in the course of my work with the Forest Service been connected with the administrative work on four National Forests, and have always found that, just as you point out in the beginning of Lesson One, men that were considered good by the former Supervisor might not meet with my ideas of what a good man should measure up to, also I have left Forests and heard afterward that men whom I thought were very good men were not highly regarded by the new Supervisor.

I do think that cases arise where a good ranger and a good Supervisor may be on the same Forest and yet not get along well together at all, with the result that the maximum efficiency cannot be reached on that district. A case of incompatibility perhaps in which the two temperaments simply find it impossible to harmonize. The proper procedure would seem to be for the ranger to be transferred to another Forest where the District Forester perhaps, having analyzed the situation and temperaments involved, could be able to conclude that this ranger would find a man who could work with him and get the best out of him.

Perhaps another problem that could be given consideration, and has to do with personnel is some better methods of bringing home to the rangers for instance the importance of their position in the organization. Too often I have had a feeling that some ranger felt envious of timber sale men, grazing examiners, men on special jobs in the Forest Service, even scalers at times because these others seemed to have more chance to live in larger centers away from the yearlong isolation of many ranger stations; and they felt that these men were not tied down to a definite schedule which includes often much hard fire fighting and responsibility for handling of the fires.

I think that there is no question but that the rangers do really hold key positions in Forest Service work and should have great pride in the fact that they are holding down jobs eminently worth while - jobs which men in many other lines of work could well wish they had and were able to hold.

Frank J. Jefferson.

Libby, Montana.

There are, I believe, three underlying weaknesses in our present methods of personnel management that need to be corrected. 1. Recruiting

and fitting the men for the job. Anyone who has analyzed the work of a ranger district and drawn up a cold statement of the personal qualifications, skill, and knowledge necessary to the handling of the various jobs disclosed by the analysis will agree that the District Ranger job calls for an unusual variety of skill and knowledge. Most of this is of such character that men can acquire it only by "working for the Forest Service."

A private corporation would have men in training for several years before stepping them up to a job comparable in responsibility and required knowledge to that of District Ranger. We fill these jobs with green men and depend upon "training on the job" to qualify them for it. What this has cost us will never be known.

From the district ranger job upward we do train men for the job ahead. We should provide a two or three year training period for the district ranger job.

2. Unwillingness to pay the cost of training. By and large, I think that the urge for reduced overhead has resulted in supervisory and staff officers taking on increased detail work at the expense of the training job. Limited appropriations and an increasing volume of business have doubtless forced us to this expedient, but again, it has cost us something.

3. Adherence to tradition. Thirty odd years ago we set up a form of organization that made jacks of all trades of the Supervisors and the district rangers, more particularly the district rangers. This, at that time, was wise. Communication and transportation systems were poor, the needs of the Forest using public were varied, and the delays incident to specialized handling had to be avoided. Further, the job at that time was principally one of caring for the needs of this or that individual. Modern ideas of proper forest development, protection, and utilization were not in the picture at that time.

The job of the Supervisor and the ranger has changed immensely, in fact the whole picture of the ranger job has changed; yet we still follow a traditional setup of proper district ranger functions. Isn't it time to modernize our ideas on this subject, and instead of a universal setup for ranger and Supervisor jobs get down to earth on the subject and determine Forest by Forest, ranger district by ranger district, which Forest activities can best be handled by Supervisor and staff and which by District specialists; and, likewise, which activities can best be handled by the ranger and which by Supervisor's staff specialists. It appears to me that 100% decentralization has had its day, that we are now in an era of "decentralized specialization" and that we can profit, greatly, by accepting this fact frankly and realigning our organization ideas accordingly. Why bother the ranger with the occasional special use, homestead application, or recall unless there is enough of this work on his district to warrant the time and expense incident to training.

--

A. C. Shaw

Pensacola, Florida.

Personnel difficulties are so many that they may be considered as several separate problems. At times anyone of these major divisions of personnel work may apparently overshadow and outweigh all others in the handling of the National Forest, the Forest Service Unit or organization.



The following divisions seem to be the chief sources of difficulty in the handling of men within the organization: (1) Civil Service restrictions. (2) Lack of uniformity in handling men. (3) Selection (4) Early training. (5) Assignment and transfer. (6) Advance training. (7) Promotion and discipline. (8) Retiring and placing of old men.

It seems to the writer that there is something behind all of this. This lesson starts off the introductory statements asserting the significance and importance of the development of personnel management in the industrial world. The Service has recognized the importance of personnel to some extent by its adoption of personnel ratings, general personnel inspections, work plans and job analyses. It is quite notable, however, that with all of this study and discussion that the organization has as yet failed to fully realize that its man power is the tool through which it succeeds, falls short of its objective, or fails utterly.

Personnel Management is merely a division of the work of one branch of the Service. It is a function of the Branch of Operation along with administrative control of finances, fire and improvement. Either fire or personnel is a far greater job than management, grazing, or lands. Administrative control of finances is a considerable job in itself, and we spend much time and an enormous sum of money every year on trails and fire improvements.

Operation stands on a par with the other branches of the organization and this method of organization has meant that first the District Forester must be the chief correlating agency for the District, while again the Supervisor must be the chief correlating agent of the Forest.

I believe I am correct in stating that it has not made possible the assignment of the job of personnel to a single responsible agency or branch of the Service.

Research, Engineering, Management and Lands all have much to say about the handling of their own personnel, sometimes without full regard for the needs and requirements of other branches. It is only natural that a specialist, in inspecting men, should rate them by their ability in his particular field of work. This being the case the relative value of the man in other branches of work is quite likely to be given small consideration. This will continue to be the case just as long as the agency responsible for personnel work carries too many other burdens. It is apparent that in an organization such as ours where we are badly hampered in our personnel problem by the restrictions of the conditions of Governmental employment that failure to fill the organization as full as possible with well rounded and adaptable men, will, at times, result in periods of embarrassing personnel problems, both local and general. These problems require many years to solve as compared with industrial life.

I believe that as the first move toward securing better handling of personnel, we should recognize the fact that it is only through the work of the individuals of our organization that we attain our ends and the selection and handling of these individuals overshadows everything else as a matter of the present and future life, accomplishment and well being of the organization as a whole. This recognition should be more than oral or verbal. It should take the form of the establishment of a special personnel and planning branch in the Forester's office and in every District Office, headed by a branch chief who has the power to waive aside the

decisions and opinions of anyone in either Forester's or District Office, save only the Chief of the Service or the District itself. It should not be a part time function. Operation is now carrying more responsibility, both financial and otherwise, than all the other branches combined.

Until we realize that the selection, assignment, training and discipline of our men is the most important function of our organization, we cannot make real progress. We cannot say that we recognize this when we merely put such statements on paper. Such jobs are done only by doing them.

It is true that such a change could not be made with ease. Neither could it be done without cost. If it were to be done without an increase of funds it would mean some ruthless carving here and there. The loss in the effectiveness of some branches of the organization could be but small and it cannot be denied that these same branches would soon gain tremendously through the increased all around efficiency of the organization.

P. V. Woodhead.

Steamboat Springs, Colo.

1. Our personnel problem begins with the selection of men by competitive examination and continues through all of the several steps necessary to coordinate the man and the job. Research in human sciences, training, compensation, and other factors all are important and are a part of the problem, regardless of by whom handled. All are so closely related that it seems rather futile say that one is more important than the other. Training, research, job analysis, all lead, it seems to me, to one thing: Fitting the man to the job. Getting the right man in the right place is, therefore, one of our most outstanding personnel problems.

2. I should like to see the following discussed in at least one lesson: The relation of Forest officers and their families to the social and civic life of the community and the place of this problem in personnel work. It is undoubtedly a personnel problem and inasmuch as it deals largely with a man's private life, it is a difficult problem. Much good PR work can be undone by unethical conduct in private life; especially in small communities.

3. Personnel work is something like the PR activity in that it is difficult to say where it starts and when it stops. Some phase of personnel work is being done all of the time and I would not attempt to say how much it takes. If not carried out with a definite plan the thing that we usually think of as personnel work gets more attention when a bad "personnel situation" arises. Such situations demand attention, however, and will probably get it regardless of plans. I certainly have nothing against personnel plans and by the foregoing statement I mean that there are bound to be cases which demand more attention than the average.

Huber C. Hilton.

Laramie, Wyoming.

1. To me, the most important personnel problem we have is not the training of new men, but the training and personnel management of older men in the Service. I refer to the men who are not progressing as they should, or in comparison to men who have entered the Service in later years.



many of whom are college trained. Particularly those men whose education has been limited, but who are, nevertheless, faithful workers but who are unable through lack of ability to coordinate and plan their work to the same advantage that men of better education but less experience are able to do. Probably most Forests have men whose work is below what is expected, yet these men are loyal, hard-working employees, proud of their connection with the Service, but unable to keep up with the advancement being made in the management of Service work.

Another important problem to me is the management of men who may take a personal dislike to me and my methods through a fancied idea that I am trying to put them on the defensive despite all efforts made to get them to undertake their work in a systematic, plan-wise manner, and to show an interest in the work of their district - to place the district in an A1 condition.

Another important job we have is the training and advancement of men in the ranger grades who are outstanding men as rangers. We should determine through some course of training or observation which of these men should be advanced, not with the idea of advancing them to do special grazing work, or as assistant supervisors to work in these positions indefinitely, but to be able to advance to Supervisors later. In fact, I have sometimes doubted if men should be advanced in grade and title of assistant supervisor unless we are reasonably sure that they are of supervisor calibre.

Another important problem in the management and development of new men coming into the Service that they may be developed and worked into positions to which they are best suited and to which they can contribute the most to the Service.

2. I should like to have others discuss the questions enumerated above, particularly those in the first and second paragraphs.

- -

J. Raphael.

Weiser, Idaho.

What are some of our most important or outstanding personnel problems or weaknesses? One is the case or cases mentioned in the two opening paragraphs of the lesson. We have them everywhere. The lesson states the change in these men "merely reflects management." That may be right, taking the statement as it stands. It does not solve the pertinent question of which management was right. It does not necessarily follow that when Ranger No. 1 made good under the new assignment, that he really was a "highly efficient, capable ranger." The requirements of the new Supervisor may have been less exacting than of the former one. The measuring stick and the exactness with which it was applied may have been different.

Another one is our expectations from our men, considering the average man, and the resulting confusion in the rating of men when they fall considerably below these expectations - standards of performance.

I have no quarrel whatever with the principle of "hitching our little cart to the stars;" the ideals and motives are fine and exactly what they should be, but I sometimes wonder whether or not we haven't gone too far and have probably lost considerable of the practical phases of what can or should be expected of the average man. Setting up standards of performance so high that only the super-man or one much above the average can fulfill, does not, in

my mind, simplify the personnel problem, when so large a percentage of our men are, and will be for a long while to come, only average or possibly good average men. There is danger in expecting too much.

While no doubt, the industries have developed a lot of good personnel management thought and principles, the application of a good many of them to our work is not always clear. I would like, therefore, discussions on the practical application of some of the admittedly good ideas used in the industries to our problems, not only in a general offhand way, but followed through to its practical culmination.

If it were possible to segregate my own personnel work, the time would be quite a bit. I have no basis on which to form even an estimate, and I hate guesses. I attempt to do "personnel work" in connection with other work where and whenever I see an opening or a need for it, and, of course, the annual review of accomplishments and ratings for the year.

There are four principle phases to personnel management - deciding on what it should be able to accomplish, developing ways and means to assist in accomplishing it, measuring - not guessing - what was accomplished and what should be done about failure to accomplish it.

We are strong just now saying what should be accomplished and are trying to do a lot on ways and means to assist in accomplishing it, but in my judgment, weak in the other two. We do not always measure what was accomplished, but rather decide in terms of generalities from hunches, recollections and the degree of sour stomach we are suffering from at the time; we do not always strive conscientiously for the reasons of failure to accomplish things for fear that we would have to do something about the whole d---- unpleasant thing, or for fear that our analysis would run amuck with our standard of expectations and thus show us up as lagging behind the best or those who are claiming that the standards of expectations are not too high. This phase of personnel work certainly requires more attention than it is being given.

- -

F. D. Douthitt and P. E. Chesebro

Yreka, California.

1. So far as this Forest is concerned the outstanding personnel problem has been the training necessary because of frequent turnover. For some time this applied both to the office and ranger force but at present the most important personnel problem is the training of the new ranger. At present our new rangers are coming to us with less than a year's experience as assistant rangers. This throws an extra burden of training on the Supervisor and his assistants and leads to putting men into positions in which they are unfitted oftentimes when a longer training period and a better acquaintance with the man and his abilities would have led to his appointment to a different district. The Forest Service, being a public service organization, must consider this side of the job as well as the technical and routine end.

At present the assistant ranger gets about a year's training under a district ranger and a course in the training school. His immediate Supervisor very rarely gets a chance to give him any amount of responsibility the first year and cannot really tell how he will react to this responsibility.

The man in charge of the school finds out a great deal about a new



ranger's abilities and character which is a great aid in deciding on the position he should be recommended for. He is in a position to give the new ranger a general resume of the work and ideals of the Forest Service which can be better understood after a summer's work in the field.

After the first year's training and a course in the district training school, he can take more responsibility. But this does not mean that he can go ahead on the job without making mistakes or feeling the necessity of referring to more experienced Forest officers when a new and difficult problem arises. This is why I consider the new ranger should get his first responsibility under a qualified and experienced district ranger. In case of a mistake or a new problem (new as far as the ranger is concerned, anyway) the district ranger is right on the job to help and correct him. If he is on a ranger district by himself his mistakes may go unnoticed until they cause trouble and this causes the Supervisor or his assistants extra work to straighten out the tangle he makes, which would not happen if he were working under closer supervision.

2. One of the outstanding problems of the Forest Service is the adjustment of personnel for winter work. Built up to handle the peak load of summer, there is very often a slack period in winter when personnel training could be made a major activity. The method would have to be made to suit each Forest and would vary widely. But if the major problems of personnel and training were better understood by all of us we could better arrange our work to cover various angles of the personnel problem and the discussions in the field of personnel management for this course should be broad and general rather than limited to a few Service problems.

- -

A. G. Hamel.

Ely, Minnesota.

1. Personnel management is of great importance in any line of endeavor but especially so in the Forest Service. In many industries the job makes the man but in the Service the man makes the job. The ranger district or the Forest is no bigger than the man in charge. If this statement is correct, then in my judgment at least one of our outstanding personnel problems is the development of the "creative instinct" in the personnel. The Forest Service advances only as its personnel develops. Place Colonel Greeley in charge of a ranger district or a Forest and it would not be long before you would hear from that particular district or Forest. Of course, we cannot all expect to be Greeleys, but all of us have some place to fill in the general scheme of things. If we visualize our jobs, picking out the things worthwhile and going after them, our jobs will develop as we develop. Opportunities for greater accomplishment are all about us. A little dreaming mixed up with doing is a good qualification.

Fundamentally the Forest Service personnel ranks very high as a whole. However, one of our problems is to so place them that they will show the greatest accomplishments. Possibly this might be called "human analysis." It is realized that the vocational motive is formed early in life but we all develop certain tendencies which make us more valuable along definite lines of activity.

2. Any discussion of the above mentioned problems would be helpful to me.

- -

G. B. Mains.

Boise, Idaho.

Living Conditions. To my mind this is one of our greatest problems. If we are going to secure and hold in our permanent field organizations the class of men we need we must provide a better type of living quarters and in better locations. By better location, I mean that our Supervisor and ranger headquarters must be located at points where the best social, educational, and living conditions can be obtained. College bred men and women raised and accustomed to the above conditions will not stay in our organization that requires them to pass their lives in an isolated, poorly constructed unplumbed habitation. At least not the ones we want to keep in our organization.

Decentralization should stop at the Supervisor's office. My ideal of a National Forest unit is the Supervisor's and rangers' headquarters at the nearest city to the Forest with the transportation and communication system centralizing at the Supervisor's headquarters. The Supervisor's headquarters should be provided with an assembly room. All Forest reports, such as the annual grazing report, etc., should be made with the rangers sitting in on the job. The advantages in training and education of such a system is obvious.

Such a plan means we would have to change our travel standards. I believe the results would be worth the change. We must motorize our Forests, and begin to organize and plan accordingly. I heard a statement made a few weeks ago that the number of horses in the United States had decreased by 10,000,000 head in the past ten years.

Already on many of our National Forests it is increasingly difficult each year to secure a sufficient summer force of efficiently mounted men. The difficulty will increase. The young generation we must draw on for the future is "motor minded" not "horse minded."

The automobile and airplane are going to supplant the horse in the next decade or two. Why not begin to get ready for it?

I should like to have the above questions discussed in the course.

- -

C. B. Mack

Salida, Colorado.

1. The most outstanding weakness in our personnel management, in my judgement, is the fact that under the present Civil Service regulations a Forest officer who has passed the probationary period is allowed to continue in the Service indefinitely in some instances, because of <sup>in</sup>sufficient evidence to convince the Commission that the person has lost his usefulness to the Service, even tho the personnel officer and possibly others are well aware of the true condition.

2. Since there is slight chance of getting the Civil Service personnel regulations changed or amended to suit us, it appears that a personnel plan for each Forest is in order, whereby each member must stand the same test of efficiency and all the various activities given their respective weights. Our present plan is designed to secure the above but there is too much left to the individual personnel officer. What I would like to see discussed is the possibility of preparing a plan whereby approximately the same rating may be secured by any number of personnel officers after a thorough review of the previous work in record form. This is a difficult task but it is my conviction that from what will be submitted during this study something will develop that may place personnel management on a firmer, fairer, basis.



3. Ordinarily, personnel work does not require a great deal of time, since the average inspection takes care of it, but where it is necessary to get sufficient evidence to convince the Civil Service Commission of a person's unfitness for the work it may take a considerable period, since the officer usually knows he is under fire and takes all possible precaution to cover up poor work and to perfect all necessary alibis in connection therewith, even though the truth may be disregarded.

- -

S. A. Nash-Bouldin.

Santa Barbara, California.

I believe personnel management and its problems will prove to be the most interesting subject taken up for discussion, since our entire organization and its progress depends on the personnel behind it.

It seems that one of our big problems is to secure the right material and type of man suited to the job. It is well recognized that we need men with college educations, combined with practical ability. The question in my mind is why it is so difficult to find the combination? Does the fault lie with the schools? Do they instill the wrong ideas in their students, or is it because the more studious type does not naturally have the physical energy? We occasionally find this combined type and it is a pleasure to work with them, but it has been my experience that these men are too few. What is the reason?

- -

A. G. Nord.

Vernal, Utah.

1. Recognizing the importance of the ranger position in the structure of the Service organization and the evolution of an average ranger district job from "range rider" to manager of producing properties, he must now occupy the position of an executive and should be chosen, trained and dealt with as such. His efficiency must be developed through ever increasing executive ability. Natural executive ability must be supplemented with education and training along with experience for the proper advance.

To the extent that we cannot choose satisfactory executive material for executive jobs, or the extent to which we fail to develop executives for a steady advance of the organization and its accomplishments, in my opinion, denotes our outstanding weakness.

2. A few suggestions, not knowing what is already planned for the other eight lessons: (a) What constitutes an executive job? (b) The manner and division of responsibilities between executive positions. (c) How to determine executive material. (d) Methods for developing executive ability. (e) Define a satisfactory march of progress, and the responsibility of executives for this advance.

- -

J. N. Langworthy.

Cody, Wyoming.

1. The outstanding personnel problems with me are to secure efficient help and hold that which I have. The new recruits are mainly of the opinion that they are here to develop themselves. The idea that they are hired to do real work, to produce a certain output in a given time does not seem to occur to them. On the other hand, if there is something hard or disagreeable an old employee is chosen to do it. He is often transferred from a place he has built up and is expected to move, at a sacrifice, to a less desirable location and turn over the results of years of labor to a green hand, who is probably drawing as large a salary as he is.

On Page 145, "Trends in Personnel Administration," the statement is made that the Supervisor is the weakest point in the personnel program. I am glad that the authors called attention to this for it applies equally well to the Forest Service.

Why is it the weakest point? Because it is where the greatest strain is located. There is no other officer in the Service who has so many different demands upon his time and so many responsibilities, yet he is picked on to educate the new recruit, to see that the green hand makes no mistakes and that he fulfills the fond hopes of those who have thus far guided his footsteps.

2. The new recruit has put in four years on forestry subjects, attended the ranger school a short time, been detailed to a secondary position on a timber sale and is considered a candidate for district ranger. In D-2 nine times out of ten he is assigned to a district upon which grazing is the big problem. This is an angle of forestry which is an unknown quantity to him. All through his training period he has thought of trees and forest management - has seen to it that he can qualify on this subject. Grazing, without attempting any previous training, imposes the new man upon the Supervisor of a grazing Forest. Is this fair to the Supervisor? Is it fair to the man who is entering the Service? These are questions I should like to discuss.

- -

E. J. Fenby.

Tacoma, Washington.

1. Any mention of personnel problems brings to mind first the strengthening of weak members. They are likely to be men long in the Service who are incapable of keeping abreast of the changing order of things. They are of the woodsmen, or cow-hand type, just the kind the Service required a decade or two ago when horsemanship and woodcraft was an important part of the ranger examination. Men of greater promise for present day conditions are to be found on the eligible list. Should the former be made to give way for the latter, even though the old-timers, loyal as they are, continue to do their best, but succeed only to the extent of getting by, for they have reached their limitations? Other organizations having more diversified classes of employment can find less responsible posts, but the Service cannot do this below the grade of rangers. This is one of our problems.

2. A discussion of this phase would be of interest: Is it fair to the public service, or to eligible candidates, to retain old employees of mediocre ability when more competent help can be had for the same wage? If these kinds of replacements were to be made, would the loss in esprit de corps outweigh benefits to be gained?

3. Personnel ratings made by different officers should be more nearly comparable to avoid inequalities. Rating officers do not all use the same lines for scratch and finish. This difference is counter-balanced to some extent by the reviewing officer, but does not come into play where the reviewing officer is unacquainted with the employee.



Personnel management is one of the most difficult jobs that fall to the lot of the Supervisor, and there are times when it is the most disagreeable; but withal it is the most interesting because it is the direction of the destinies of other human beings, and it challenges his best thought and judgment. It causes more gray hairs in Supervisors than Class C Fires, because the administration of human beings calls for fairness to the individual as well as to the Government, and each case has many angles, all of which must be carefully weighed.

One of the problems on this Forest is in keeping up the interest of college graduates who are hired as Forest rangers and assigned to timber sales as scalers. After a man has spent five years and a few thousand dollars on education, he passes the Junior Forester examination and gets a job as Forest Ranger. The entrance salary is good. He is assigned as a scaler and he scales timber day after day for two or three years with possibly one promotion of from \$60.00 to \$120.00. So far as the salary is concerned, there is not so much dissatisfaction, but he does not see anything ahead. So far as he can see it is scaling for six or eight hours and working on the books in the evening. Another man with no college education is working alongside of him, getting the same pay. He is not practicing forestry as he studied it in college. After a few months of this type of work he should have learned the scaling job, but no other job is available for him, so he keeps on scaling. It seems only natural that these men become discouraged and lose interest in the job, and that they begin looking for other work. Eventually of course, if they remain with the Service, these men are given charge of sales or other work where they are able to use some of their forestry training, but the period of training is too long on this one class of work.

It would seem that definite plans of training should be worked out for forest school graduates to fit them for advanced work. Scaling work is desirable, but there should be a period of training under a district ranger as well. There is no better place for a training assignment for later work in the Forest Service than on regular district ranger work. The diversity of work would appeal to the men and they would feel that they were getting ahead. This work would also be of great help to the district rangers, and many of the forestry school graduates would undoubtedly fill district ranger positions. The district ranger job is as interesting as any in the Service because of the diversification of work, and so far as financial return is concerned, it is as good as many of the staff jobs because of the low living expenses in the smaller places, and it certainly is important, for it is where the actual work of the Service is done.

Another problem is in teaching men to do their work in new and better ways. Too little time is spent in explaining why things should be done in a certain way, and why certain jobs are necessary. It is too common a practice to merely ask for certain information or to request that the work be done in a certain manner, without explaining just why it is better to do it in the prescribed manner. Most of us need to be taught how to teach others, and then we should spend more time doing it. There is so much to be done that we hurry from one job to the next, and the personnel training is neglected.

Placing men in jobs that they like is one means of getting more done. For instance, we had considerable trouble in getting efficient winter work from one ranger, until it was found out that he liked machinery work. By keeping



him at motor work during slack periods from his regular work, he was kept interested, and much more work was accomplished.

Any subjects on personnel management which are already slated for discussion will, I am sure, be beneficial, and your selection will undoubtedly be far better than any that I might suggest. Personnel management has in the past received far too little attention, and I appreciate this opportunity for its study.

- - - -

Howard Hopkins

Cass Lake, Minn.

1. One outstanding personnel problem and weakness in the Forest Service today is the handling and selection of its men during the year's probationary period. Most of these men enter the Forest Service in early June. They may serve three or four months under one Supervisor or ranger and then are shifted to timber survey or timber sale work for the winter. In the spring they are detailed to another forest. During these periods they may or may not pass thru a 3-6 weeks' training period. In most cases the one Supervisor is responsible for the new man for only 3-4 months when he may be employed as compassman or scaler which requires moderate brains and allows both the moderately efficient to "get by" and prevents the best man from demonstrating his ability.

The natural tendency for any Supervisor who has a man for such a short period is to think that he did not have a chance to show to best advantage in the new surrounding, etc., and he will make up a satisfactory personnel report rather than to report him as unsuitable. Each Supervisor in turn will think "Well, if he is poor the next Supervisor will weed him out and I at least will give him another chance". As a result of this policy we have a lot of fairly satisfactory men getting into the Service who should be in other lines of work. We are prohibiting the proper advancement of the best men due to overcrowding in the ranks and the moral of the Service as a whole is suffering as well as its efficiency.

It is easier to criticize than to suggest remedies so I will at least suggest the following as one solution: (1) Increase the probationary period to two years. (2) Send all new probational appointees to specially selected Supervisors for training. These Supervisors will be selected for their ability to judge men and to train them. (3) Only when that Supervisor judges the man fully up to the desired standard should he be released for his training on other lines of work. The sooner he proves his ability the sooner he will be allowed to start his training in other lines. (4) Those men who are still on the training forest at the end of two years should be automatically released and of course men who are judged unsatisfactory will be released as soon as possible. (5) Take more men in for probationary period and let more men go or rather pick a smaller percent for retention.

- - -

J. H. Billingslea

Grants Pass, Ore.

1. Some of our most important or outstanding personnel problems as I see it are the following: Giving employment to men that the job has outgrown; expecting too much of the ranger; the difference in the comparative grade of men as between forests.

2. Some systematic training to instill the ideals of the Forest Service with new men; some way to attract the right kind of men into the Service; continued training of both old and new men; the building up of a law enforcement group with reference to incendiary fires that the administrative forces now attempt to handle.

- - - -

E. S. Keithley,

Colorado Springs, Colo

1.(a) To me the greatest of all our personnel problems lies in finding a way to better understand the incentives and motives of the ranger. Closer association with him in his work and a fuller appreciation of the details of his job. A far-flung organization of individuals is different from a group in the school room or in a factory where there is daily contact between manager and employees.

(b) A ranger's work and associations tend to make him individualistic even more so than his natural bent. His is a life of independent action and much reliance must be placed on his judgment, initiative, and honesty. How to save these essentials in him and reconcile him fully and enthusiastically to the dictates of group effort constitutes another major problem.

(c) The gap now existing between plans, work and resource, and the application of them must be closed. More progress must be made toward the accomplishment of the things which the plans provide for doing.

(d) The wave for standards, job specifications, and plans originated above the ranger and supervisor. Are they keeping up with the band wagon? Has not the trainer gotten too far ahead of the trainee? An inventory or a check-up on accomplishments and the fitness of the plans and job specifications to the ranger's job would be appropriate, and haste made slowly in further plans, standards, and specifications. What is the net gain of all of this effort expended on the ranger and supervisor? We should aim to save the most possible from all this training and job analysis, and put it actually to work.

(e) I sometimes feel that my greatest personnel problem is to carry the forest organization including myself safely through this orgy of training, job analysis, and plans, and, emerging, have some energy left to put into the job of applying forestry in the woods. I know there are a lot of things in which we need more training - it is a good thing - but there are so many things I already know about which should be done that I am reluctant to stir up more things to be done. I would just like to hold 'em back until I get caught up, and when the judgment day comes, I believe I will have tangible results to show in the woods for my having been there.

(2) What I would like is to have a discussion as to how we are closing the gap between plans and application. How to bring the trainer and trainee closer together and get accomplishment?

- - - -

Leon C. Hurtt

Helena, Mont.

What type of work and of men does the Forest Service want? That seems to be the first question that arises in considering personnel management for any organization. There are two rather sharply contrasting production policies in industry today. An example of one is the Ford and most of the other



industrial concerns of America where the governing principle is quantity production through standardization and wide advertising. We are told that the other type is in use by such concerns as Rolls-Royce and Chickering pianos where standardization is used as a tool up to a certain point but precision, craftsmanship and quality are the guiding principles rather than quantity.

Industrial America is almost unanimous in choosing the mass production type while Europe has been slower in taking it up. It requires a large degree of cocksure confidence to say categorically at this stage of national evolution that one system is in the end all right and the other all wrong. The history of the electrical industry might be quite different and Edison devoted his personal attention to quantity production of his first lights instead of to making better ones. It should not be overlooked that wholesale standardization and quantity production mean second rate results in literature, architecture or painting. Does it not mean the same thing in forestry? Standardization as a tool means a levelling down as well as a levelling up.

It seems to me that we should decide as a preliminary step in personnel management whether quantity production through standardization is to govern or whether craftsmanship and the science and art of forestry is to be the controlling principle in the Forest Service. It takes one type of man to be happy in dextrously attaching hub caps to Fords as they move down the endless belt and perhaps a different type to get happiness in marking and administering a sale in a complex stand that will reflect credit on the marker 50 to 100 years hence. Obviously the type of man desired should influence shaping of personnel management.

We are, or were, frequently admonished to do good work and occasionally commended for a job showing craftsmanship. During recent years we are often told that pride of workmanship is out of place in the Forest Service except it be that pride which comes from a job more quickly performed or of greater quantity. Who can doubt that the motivating force behind revised quality standards and the recent method of work plan preparation is, consciously or unconsciously, quantity production with craftsmanship and quality decidedly subordinated?

This conflict and uncertainty in objective is causing confusion among the craft. Are we deliberately changing from a quality to a quantity standard in the Forest Service? Until it is settled whether emphasis is to be on workmanship or quantity I do not feel that concerted progress can be made in plans for personnel management. The two paths are divergent, require different type of men and arrive at different destinations. Is it safe to assume without full consideration that forestry can be fitted into the mold forged by recent industrialism in which the worker has largely lost control of both tools and materials through the urge for quantity production. If we get properly oriented in the beginning we shall have a better chance of finding the fire without unnecessary delay. Personal preference would probably lead others to prefer work in an organization where personnel management policies have craftsmanship as one of the essential elements in its aegis.

- - -

J. B. Templer

Butte, Mont.

This is a revolutionary age and ideals, idols and shibboleths of all sorts are fair game for each adolescent crop of recruits to 'newer thought'. Few young men capable of handling the ranger's job are content to plug along and work from the bottom up; many of them however skilled in the rudiments of

their profession want a short cut to a high salaried berth in the shortest possible time and naturally there are many disappointments. The executive's job here is to guide this mis-directed energy in such a manner as to secure the greatest returns to the Government for the salary it pays, and point ambition into healthier channels. To do this properly, many executives will find need for further training.

2. I should like to have others discuss the possible effect of factory production methods and standard time allowances for jobs, on Forest Service personnel management.

- - - -

N. F. Macduff

Eugene, Oregon

1. I presume the answer desired to this question is that training is the outstanding personnel problem. Perhaps it is if one eliminates those problems which are hardly within the province or control of the Forest Service. I sometimes wonder if the money used for courses such as this would not be more productive if it were used in promotions. I also wonder if the efficiency of the Service would not be materially increased if it were possible to retire employees on a reasonable pension instead of a pittance at an age when their physical ability is no longer equal to the requirements of the job. I'm thinking of the supervisors and rangers now. My acquaintance leads me to the belief that very few rangers are physically able to handle their work after 50 and few supervisors after 55. Because of present retirement conditions we keep men on the payroll from 5 to 12 years when in reality all they are doing is performing very inefficiently clerical and similar work. In doing so we not only sacrifice the work which should be done, but we also lose the stimulating value of promotions to younger men in their physical prime.

- - - -

P. Keplinger

Denver, Colo.

In the remaining lessons of the course there will be an opportunity for the discussion of practically all of the strictly personnel subjects proposed. Of course all questions have their personnel angle but a few seem primarily executive or organization problems, or they involve policies or regulations which do not come within our province. For example, several mentioned the subject of "discharge" or its civil service equivalent. We will discuss the possibility of standard requirements, records of accomplishment or failure, and ratings. The handling of cases wherein the individual does not meet standard requirements is a matter of policy and regulation which some administrative officer must decide.

Special training for old men who are falling behind was suggested by two or three. That is an important problem in many organizations besides ours, but it involves the application of training methods to special cases and is not given special consideration in my discussions. However, there will be opportunity for others if they like.

Probably the most important subject that is passed over is that of the employment of temporary or short term personnel. This subject was given considerable consideration by the committee. It would require a lesson in itself and is not a problem on many Forests. However, had there been much demand it would have been included, but only one or two suggested it. We have a lesson on the employment of the permanent force.



Retirement was proposed but will be passed over as something we cannot help. Work plans are included even though not strictly personnel, because of their personnel bearing at this particular time. As to such subjects as factory methods and quantity production, as that term is usually understood, they seem to have no bearing on our work.

Leadership, or subjects which seem to come under some such title, is not discussed directly, but indirectly it will come up in a number of places. The same is true of incentives. There will be no direct discussion under that title but in the lesson on ratings and elsewhere it will come in indirectly.

The remaining lesson subjects can well remain as determined by the Forester's committee, but they will be rewritten where necessary to bring in the subjects proposed by you except as indicated above. However, most of them had already been included.

- - - -

# PERSONNEL MANAGEMENT

A STUDY OF

## PRINCIPLES AND METHODS

BY

FOREST SUPERVISORS, U. S. FOREST SERVICE

## SECOND LESSON



Discussions of this lesson should  
reach Denver not later than January 18, 1930

Dec. 30, 1929





Supplemental Reading, Lesson 2.

In "Personnel" read the article on "Use of Job Study." In the "Educational Record, Supplement," read the introduction and Pages 59 and 40; in the "Writing Records of Usage" circular read as much as you find interesting, but give particular attention to the last three paragraphs.

P. K.





## JOB ANALYSIS

Job analysis is not usually the subject discussed first in personnel management. It is taken up here, not because this is where it logically belongs, but, first, because we are now in the midst of it, this making it a subject of vital importance to us, and, second, because it ties in more or less to everything that will be taken up later. In employing men, in placing them, in training them, in directing and controlling them, in fact, in everything done with personnel, you do it in relation to definite jobs, and the more accurately these jobs have been analyzed, classified, and defined, the better will be your personnel work.

Jobs have always been analyzed more or less I presume, but the first systematic recorded analyses were made by Dr. Frederick Taylor only a few years ago. His idea was to take simple mechanical jobs and determine through analysis the quickest and easiest way of doing them. Men had learned their jobs by rule-of-thumb methods as helpers and did them in the way in which they had learned. That was the right way because it always had been done that way. Taylor said that every job was done for a purpose and that every act, every movement, must not only contribute to the purpose but should contribute more than any other way that it might be done. In shoveling sand the purpose is to move the sand, in laying brick it is to get the brick into the wall. In analyzing these jobs from that viewpoint he found in use many useless movements and much waste of energy.

In the evolution and development of this idea, it has spread up through the organization to the foreman, the supervisors, the managers, even to the president himself until now all jobs are being analyzed, and with results equally as striking as Taylor found with labor. Executives also do many useless things and waste much time and energy. Not intentionally of course, but because they learned to handle their jobs that way. An article in "The Management Review" for November shows that, "In one big company an analysis of this kind" (a round-up job analysis of just what executives were doing and why they were doing it) "made by an impartial engineer resulted in the resignation of both the chairman of the board and the president." It has always been assumed that a machinist could not be expected to discover the best ways of doing his work, but it took the scientific approach through analysis to prove that the same thing was true for executives.

So in general the original purpose holds altho many secondary purposes or uses have developed. Schools are now analyzing jobs as a basis for their curricula, particularly in professional and industrial schools. What a man needs to know is determined by what he will have to do. Jobs are also analyzed to determine the type of man required, what physical, mental, moral, or personal characteristics are required. Last year we agreed that the "situation gives the order." It is the job, not the boss, that determines the kind of men that should be chosen. Also, of course, job analysis is the real basis for all training work. It is also used in fixing standards, writing instructions, making plans, and amending policies. In fact, it is now the basic thing in the personnel game.



But if it is so important, what is it? "Job analysis is a scientific study and statement of all the facts about a job which reveal its content and the modifying factors which surround it."—Tead. "If analysis becomes a mere breaking down into parts, it may multiply confusion. But if analysis is an orderly separation into parts, with constant attention to their relation to the whole situation, it serves to make clear what are essential and what are extraneous elements, and their relation to the whole." (From "Psychology for Executives.")

This latter is the better of the two quotations I think. It gives a clearer picture of the broad way in which Business is now looking at job analysis. It takes a position apart, the parts being the things that are done. Each part is examined and tested, not just as a part but in its relation to the whole. The position exists for a purpose or function. Does the part contribute to that function? Is it essential or is it extraneous? When the parts (jobs) are passed as parts, next they are classified, correlated, and grouped, and finally assembled in the best possible way to contribute the most to the predetermined purpose or function.

Take our ranger job analysis, for example: These have been made, as I understand it, primarily for two uses in addition to the general purpose of analysis given above. The first of these is to weigh the size of the job, and the second is to assemble the parts into a unified whole. Before this we had job lists, separate jobs frequently listed on separate cards. It was like taking your car apart, examining each wheel and then filing the little wheels behind one guide, the big wheels behind another, and so on. You would have a nice collection of wheels but no car. The wheels must be put together with certain definite relations to each other and to the whole so as to produce definite results before you can have an acceptable machine.

So with the ranger district. It has certain purposes (uses or objectives) as a whole. The ranger's function is to make it realize those objectives. He does this through the medium of jobs. In analyzing, you take the jobs apart and examine them. Will they deliver the desired results? Is there a better or easier way to attain these results? Just what features are essential? Is there anything that is extraneous? After the parts have been examined and classified, then how best put them together?

To be a little more specific, the Manual sets up general objectives for all Forests; each branch has its objectives which are a little more specific, and each Forest and ranger district has its own local objectives. A complete job analysis would study each individual act and each class or group of acts in its relation to each of these objectives. For example, each grazing job done by the ranger must contribute directly to one of the three objectives on Page 3-G, and the total of such jobs must accomplish the total of objectives to the greatest possible degree and in the least possible time. The most important part is probably the re-assembling of the parts—bringing the jobs all together so that we could look at the complete job all at once and as a unit. In the past some of us have had difficulty in seeing the complete picture. We would examine one job and another and another and pass on each separately. And each separately may be a per-

fect job in itself without the total of all jobs being the best way of accomplishing the objective. They may not accomplish the objective at all, may even conflict with each other. The only way is to get them all together at once and study them as a whole in connection with the results which they should produce.

This detailed study is the analysis proper. It results in "job specifications" which are written into "Part I." To an onlooker it appears that realization of the importance of the analysis section has been growing as the work progresses and that it is now given a great deal of weight. In the beginning attention was centered on the plan (Part 3). I am told that in many cases there has been little or no analysis but merely the listing and acceptance of things as they were. In an analysis everything done must be questioned; not only the how but also the why and the how much must be justified. Six range inspections are better than one, but are they enough better to justify the six? And just what is done on a satisfactory inspection? The final answer to the **why** and **how** of many jobs may require research. In fact, I understand that grazing men from four districts met last summer in the field, in part to further analyze range jobs and revise old job specifications.

Part One involves also a time analysis. Jobs are made to answer the questions **when** and **how long**. Time is always an important element and must be considered in connection with the job specifications. **The best way** of doing the job may be rejected for a poorer one because the best way takes more time than the results justify. The analysis involves a weighing of the increased good against the increased time and reaching a decision as to what will be done. Two years ago, in discussing costs, you said that you did not have as accurate time records as were needed for close administration. I think you must have found this doubly true in your job analysis. What has been done cannot be helped, but for the future we should be able to get what we need.

Part Three is primarily a plan. You take the job specifications and the time allowances from your analysis and through a synthetic correlating process weave the parts together into a unified whole—it puts the wheels back together again. Our lesson is analysis, not plans, and my only justification for this digression is that in last year's study some of you criticised the year-long schedule as being fundamentally unsound. One of you said, "To sit down in June and say that Trip No. 1 into Trip Unit No. 3 must be made February 11 to 15 is unscientific and wholly unnecessary." The thing that troubles you most is probably the "must" and the "must" isn't there—not in any of the plans I have seen. But without the yearlong schedule do you have a plan at all? Jobs are not like bricks, to be laid one upon another. They have relationships of time and place and function. They must be correlated, dove-tailed, interwoven. This interweaving involves time, time is expressed in days, and days put together make schedules. It is the only way that we can get a picture of the entire job or express the relationship of jobs to each other and to the whole. I do not see how we can escape it.



Then after the schedules are made, why not use them? Surely they represent something of value. They must represent a sequence of jobs that will save the ranger time or why was that sequence chosen? And because of an unforeseen job comes up, is that any reason for ditching the whole plan? The relationships and sequences still hold and the interruption increases rather than diminishes their value.

A few years ago it would have been necessary to remind you that a plan is not an end in itself, but we have passed through that stage. We now recognize that a plan is of value only in so far as it is a help in achieving our ultimate purpose. A work plan should make it easier to get the work done. But even when it does that, we dislike it if it interferes with old work habits or forces us to form new ones. This latter statement expresses an established principle which you as a "manager" must take into account.

Now to get back to "analysis." Where does that tie in to personnel management? Research men in this science tell us that it has been demonstrated that men do their best work when there is a definite set-up for the job against which their efforts can be measured. A "definite set-up" does not mean that the job must be made routine or mechanical. It does mean that a man should know exactly what he is there for, what he is expected to accomplish, the best known ways of getting results, and on what basis his work will be judged. We try to arrive at this through an analysis of the job, and express it as best we can through objectives and "job specifications." The pamphlets accompanying the lessons will discuss other uses but to me this is the most important.

---

### **Suggestions for Discussion:**

1. Discuss uses to which job analysis may be put in the Forest Service. How can we get more out of it than we have?

2. Looking at the subject from a broad viewpoint, as a universally used management tool, what in general have been our mistakes and how may we best rectify them?

3. An article in the "Management Review" says that an executive cannot be expected to analyze his own job and discover best ways of doing things. He naturally thinks his own way best. If you accept this, what should be the relation of the man whose job is being analyzed to the job of analyzing it?

If you do not accept this idea, why not?

4. Have you any suggestions as to how to give the rangers a better understanding of the whole theory and purpose of job analysis as practiced in industry, and whether or not this would help them to get more out of it in their own cases.

5. In what ways do you think job analysis is going to help you in your job as a manager of men?

6. Discuss the plans and schedules too if you like.







784

PERSONNEL MANAGEMENT

177

JAN 2 1930

Lesson 2.

DISCUSSIONS.

P. A. Thompson

Republic, Wash.

1. I once heard a stenog. remark, "They should add a stenog. to every office each time they add a technical man to the force." We have all seen men, (not necessarily technical men for I doubt if the stenog knew what a "Technical" man was) with a hobby. They will go to great lengths and expend large amounts of money on their hobby activity, perhaps to the detriment of other necessary work and without much thought as to whether or not their work produces much worthwhile result. Job analysis should put each activity in its place in the whole scheme and result in proper allotments of time and money. Men with good common sense and painstaking care will be needed to get worthwhile results.

Job analysis, if intelligently done, should furnish a logical basis for allotment of money and personnel; should result in a mutual understanding of standards of work; should afford a ready periodical check on progress and serve as a measuring stick on accomplishments. (I'm talking about analyses, part 1 of our present plans, not part 3 which I think is of very little actual value or use as now made.)

2. If our job analyses are to be of any lasting good they must be painstakingly made. Their making should be supervised by a small group of men in each district who know service-wide policies and practices and who are experienced enough to differentiate between important and unimportant details and necessary and unnecessary refinements in jobs. They should also be somewhat familiar with the country involved and thus be able to coordinate time allowances for any certain job.

3. If an executive knows his job at all he no doubt has some facts not known to anyone else however well they may be advised about the position in general. If he is able to produce a creditable analysis unaided it will certainly stimulate his interest in the use of the analysis and follow up of results. Advice from superior officers is needed to maintain balance, to coordinate and reconcile viewpoints and to clarify policies and practices.

4. It should promote common understanding of work between D.F. and Supervisor and between Supervisor and rangers. It will enable preparation of more accurate accomplishment reports and thus be of value in training and general personnel grading and salary adjustments.

5. Analysis of 1929 work plans and accomplishments on this Forest shows that only 70% of the 276 trips planned were taken; that 213 special trips (not including trips on fire suppression) were taken to transact business which could not be foreseen at the time the plans were prepared. In other words we are attempting to schedule work 12 months ahead when we cannot foresee with any reasonable accuracy over about 50% of the necessary trips. Experience and extra care in planning will no doubt reduce the special trips somewhat but they will always comprise such a large percent of



our work as to make plans prepared 8-12 months in advance of little practical value.

P.S. Is this course a study of PERSONNEL or an attempt to popularize analyses and work plans? (Some parts of the lesson did sound a bit like propaganda, I admit, but I assure you that was not the intention. I am not particularly interested in the schedules - been away from the Forests too long I suppose - but I thought from what I had heard that some of you would like to discuss them. Evidently there is room for improvement. As for the analysis, my objective was not to "popularize" but to start a discussion that would ultimately broaden our viewpoint. I think it has for me and believe by the time you read the rest of these discussions, it will have for you. P.K.)

- - -

M. A. Mattoon

Asheville, N.C.

Someone told me some years ago that there is no greater benefit from an education than the fact that it teaches a person how to learn. Schooling is the absorption of the results of someone's else study. Experience is self instruction. The combination of both results in education.

The taking on the job of Ranger District analysis was perhaps new. There was little of ex cathedra teaching. There was a lot of self instruction. I concocted four of them none of which are any too good, but the later efforts are better than the earlier. I am still rather uneducated in job analysis construction. I will remain so until the slack resulting from lack of teaching is taken up by the slower and more costly process of learning by experience. Unlike the gentleman selling Chevrolets mentioned in "Personnel" who received an intensive course in the salesmanship of his product, I felt as though I had been given some highly colored literature, a new demonstrator and told, "Out there is the territory - hop to it." I hopped and now that the first go-round is over I am sitting in my corner thinking over the results. Not so good. Why? Lack of training and experience in this phase of managerial work. Better next time.

But, was the effort a waste of time and money, imperfect as the results may be now? Not by a long shot. If nothing else it has taught us something of the whys and wherefores of job analysis, of the picking to pieces of the various jobs and fitting them together into something that will click, of the more complete picture of the whole job referenced to what we are headed for and at the same time providing a better engineered roadbed over which we can make a little better speed and carry a heavier pay load.

- - - -

J. F. Irwin

Pendleton, Oregon.

1. The data obtained through job analysis during the past two years has undoubtedly disclosed the fact that some ranger districts and Forests do not have sufficient personnel to accomplish the jobs in accordance with present standards, and such data may be used as a basis for the employment of additional men, changes in ranger district boundaries and the establishment of new ranger districts. In the event that some Forests are overmanned, transfers of Forest officers to undermanned Forests could be made in the interest of uniformity, economy and efficiency.

2. Job Analysis requires the cooperation of the man whose job is being analyzed as his knowledge of the job and points of view must be obtained in order to assemble all data necessary for a high class analysis of the



job. Participation in the job analysis by the employee will in most cases enlist his enthusiastic support and usually insures determination and earnest effort on his part to follow the schedules set up as a result of the analysis. The records on this Forest for the past year show quite conclusively that the rangers who were deeply interested and most active in the job analysis and preparation of trip schedules put forth a much greater effort to follow the trip schedules during the season than those who were only passively interested.

4. It is suggested that articles covering job analysis as practiced in industry be furnished to the rangers for their information and instruction. Such articles would give them a better understanding of the subject as a whole and in less time than any executive could hope to do in connection with his other duties.

5. It has given me a complete picture of the jobs to be performed in each ranger district except new business which was not foreseen when the analysis was made in order to accomplish the objectives for which we are striving. It shows the months of peak loads which affords an opportunity to shift jobs of low priority to months in which the current jobs as listed do not require the full time of the ranger. In the event that the ranger does not have sufficient time to handle all high priority jobs during the month, staff men can be assigned to some of these jobs. Of course we have peak loads during the summer season which the rangers and staff men are unable to handle. In such cases we are compelled to determine which jobs are most essential for the accomplishment of our objectives and the others must be disregarded.

- - - -

Frank E. Andrews

Santa Fe, N.M.

1. In addition to their value for budgeting of time and progressive travel they should result in better control of Ranger travel expense, use of automobile, and horse and forage requirements. They afford the basis for a better factory "lay-out"; that is, location of headquarters stations and field cabins.

2. Our plans in the past because they did not show the relation of jobs or time requirement analysis, failed to jolt us out of "old work habits or force us to form new ones".

3. I think there is a middle ground. An executive must sit in on the analysis of his job and probably can in the main analyze it better than any individual or group could without him. On the other hand the outside group can presumably weigh the value of some of his tendencies and hobbies and curb them. There is an old adage, "If you want a job done right do it yourself". Against this there is a modern slogan "don't do anything yourself that others can do". In the Forest Service at least you will find Supervisors "doing things" and of necessity they must put their shoulder to the wheel in order to get things done. We can't always just make plans and give directions and then sit back and wait for the reports, etc., to roll in. We are still in the "owner manager" class. This is in a way my analysis of my own job. Perhaps an analysis group would not accept it. If they don't accept it presumably they are right and it shows the weakness of a man making the analysis of his own job.

4. To sell job analysis to the Ranger the salesman must have an abiding faith and interest in it himself. When you buy a car you usually get a folder somewhat to this effect, "our interest in the transaction doesn't stop



when we deliver the car". They offer a certain amount of free service and urge you to continue to drop in for consultation and service. They expect you to boost their organization and their car and be in line for a new or better one later. We cannot expect these plans to be kept going without a sincere follow-up interest in them. You meet the car dealer six months later and almost his first words are "How is your car performing? Having a little trouble with this or that, eh? Bring it down and we'll look into it". These parallels are self evident. Why say more? If we can't display this same interest the product hasn't been sold to the salesman.

5. I pass on this. Might and probably have said more than I will live up to.

- - -

W. G. Weigle

Seattle, Washington.

Job analysis is a term with which we are getting quite familiar with respect to its use; we have been applying it for a long time but did not know it by that or any other name. We just did it in connection with our work. When it was given a name, we got scared at it and dreaded the coming of the time when we would have to use it in connection with all of our work. We are now analyzing the Ranger job and the jobs the Ranger has to do and while we yet have much to learn, we do not find it especially difficult. The only difference between what we are now doing and the old way is that we are now putting it on paper which requires more care and detail. In the old way, we analyzed the jobs but less completely and carried it in our minds as best we could. The old way was defective and so is the new way but the new way has greater possibilities than the old way, therefore, a good chance for progress. The job analysis work during its early stages was largely a case of the blind leading the blind and there is still much room for improvement in its application.

Job analysis, I believe, can with profit be applied to all classes of Forest Service work. There is no reason why it cannot just as well be applied to the Forester's job as to the Ranger's or Supervisor's job. Thinking of "The Management Review" article referred to in the third paragraph under Job Analysis, Lesson 2, we hope its general application will not result in the resignation of any of the "higher Ups" but then you never can tell.

As to how we can get more out of the application of Job Analysis than we have so far: The answer is, put more into it. We have put very little in it so far, therefore, we could not expect to get much out. The instructions given in connection with the Ranger Job Analysis have been very limited and very hazy. Furthermore there are some parts of it that have as yet not been sold to most of us. My mind is open and I would like to accept all, but as the subject has been given to me, I am yet unable to see that a Supervisor and a Ranger can sit down in March and draw up a series of trips for the Ranger for next September, that will have a good betting average with respect to doing that which is necessary and of most value in the Forest administration. A Ford plant can be so standardized that a year-long program of work can easily and accurately be made but the work of the Forest Service consists of old jobs dying out and new jobs coming in all the time, therefore, it is different. You will of course say what difference does that make if half the trips or jobs planned for September are not applicable; you do not need to take them and you can substitute other trips and jobs that are suitable at the time. Of course we can and will do what is most serviceable to the Forest at the time, but excessive substitution makes extra paper work and dulls the



enthusiasm of the Ranger relative to the whole system.

It occurs to me that our greatest mistake so far has been the hazy instruction in its initiation and the weak follow-up. The Supervisor and Ranger and everybody connected with it have more than they can possibly do, consequently something gets neglected. This could be partly rectified by having an expert on the subject of Job Analysis make several trips to each Forest and check up and explain so that everyone may be familiar with every phase of the work and its application.

I do not fully agree with the article in "The Management Review" that says an executive cannot be expected to analyze his own job. I fully agree that some skillful engineer could analyze my job better than I can but an executive should be more familiar with his job than any one else, therefore, should be more able to analyze it than some one of the same ability and unfamiliar with his job. There might be some executives who would think their methods of doing things the best way and why should it not be the best way or a way at least as good as a man of equal ability would select. I am fully of the opinion, however, that an expert engineer on the subject should make the analysis with the cooperation of the executive whose job is being analyzed.

As to a way of giving the rangers a better understanding of the whole theory and purpose of job analysis as practiced in industry. I believe it would be well to get some simple plans as used in well-known industries for the ranger to study. They must of course be within the mental range of the rangers if you want them to get anything out of it; do not shoot over their heads as has been done in most of the Supervisor's previous study work.

To tell you just what ways Job Analysis is going to help me in the management of men would be giving you information that as yet is not very well-defined in my own mind.

Job Analysis will assist in classifying positions.

Job Analysis will assist in establishing standards of work which will help in determining the accomplishments of men.

Job Analysis makes the objective stand out which stimulates the worker to better service and a better attitude.

Job Analysis will assist in handling all phases of personnel administration if properly studied and applied.

- - -

Wm. R. Kreutzer

Ft. Collins, Colo.

2. It seems to me that we have failed to grasp the importance of making job and time studies that will eliminate waste. These studies may be made jointly by the Ranger and the Supervisor or his assistant while on the jobs. We have acquired the fatal habit of studying some things wrong, learning them wrong, and doing them wrong.

Very likely we do not secure the desired results in some instances because our plans of work, when put into effect, do not seem to fit exactly the local conditions at the particular time and place where we must do the work.

Our Ranger work plans, I feel, should be amended more frequently, based on facts secured by objective, job and position analysis. Even with the plans, I believe, there is still a tendency to rely too much on the old time procedure of trial and error.



3. I cannot agree with the article in the "Management Review", since it is my experience that the Rangers take a great deal of interest in analyzing the work of their districts.

As a matter of fact, we should help the Rangers develop high grade initiative. They should be trained to see the things to be done, i.e., the jobs, and the parts that make up the jobs, and to do the jobs, without being told to do them, as quickly as possible, and according to standards established.

In order to accomplish the objective of getting the Rangers to take a higher degree of initiative in taking the action indicated by the job descriptions in their plans, they should be required to take active part with the Supervisor or other inspecting officer in analyzing their jobs and in rewriting their job specifications.

4. By requiring the use of the present administrative plans, both the Rangers and Supervisors will find the weak places in these plans. This will bring out the necessity of taking action to determine why the plans will not function in certain particulars. In some cases, I feel that we do not know enough about the jobs and objectives that have been set up in the plans. This then calls for standardized job analysis. Job analysis very likely can be done effectively by taking a cross section of the same kind of job in the various Ranger Districts and making a study of the results, after which the standard may be fixed by the job so analyzed.

In this as in other lines of work we should learn to do our job analyzing the correct way from the start. This, no doubt, will require some intensive investigative and research work. But the Forest Service can and should find the right method of analysis and follow it. This will save time and money by precluding the "rule-of-thumb", "hit-and-miss" and the so-called "trial and error" methods. All analysis should be done jointly with the Rangers. This alone will create considerable interest and should develop into an interesting game.

6. I believe that our present plans are a step in the right direction. They have given us a better understanding of the analysis of the work in the various Ranger Districts.

They have brought out considerable important work that was being overlooked or almost crowded off the programs before the plans were made; they have brought about much greater action in the field on the part of all Forest officers. They should furnish a foundation upon which to build much better plans for the future.

While these plans are far from perfect, it is believed they point the way to the right method. A right method of plan always precedes a right method of work or action. Plans, if well worked out, will give the men the right methods and the means to tackle their jobs with the certainty of doing them well, provided the men also have the right motives.

- - - -

A. F. Hoffman

Mancos, Colo.

1. The uses to which job analysis may be put in the Forest Service are many. There are several jobs in the Service, ranging from the Forester down to Forest Guards, and a thorough analysis of each of those jobs would be well worth while, so that the duties of each would be defined and the relation of one to the other made clear. If such an analysis was a matter of record the old officers would always have before them a picture of the duties



of each man and new men would know what the work consists of and the future possibilities of their jobs and because of the coordination the entire Forest Service system would function smoother and accomplish more.

We can get more out of job analysis if all of the positions were analyzed and as a result the work was coordinated.

2. Our biggest mistake has been that we have made too many changes of system and as a result the rangers have not made a whole hearted use of plans because they have always expected a new form of plan within a short time. We should decide on a form of work plan and then say that it is now in effect for all time and that everyone is expected to follow its provisions. A system to be followed by supervisory officers of checking the degree of compliance with the plans should be insisted on.

3. If an executive or any one else, can not be expected to analyze his own job, he should analyze it in conference with somebody that knows enough about the job to make an analysis of it.

4. The rangers would have a better understanding of the theory and purpose of job analysis as practiced in industry if they were provided with literature on the subject that discussed it in such a manner that the information could be applied to their own work and that gave examples that applied to their problems.

5. In order to manage men one must know what the men are supposed to do and how and when it is to be done, so job analysis of their work is necessary to provide the needed information.

6. The job plans and schedules that we have are of good quality but I believe that it has been found that they have some defects, so steps should be taken to iron out those defects. One thing that the plan fails to do, is to provide for listing unexpected and temporary jobs and a supplemental system should therefore be outlined and instructions for its use sent to the field.

- - - -

N. F. Macduff

Eugene, Oregon.

1. Recently the complaint that the Forest Schools were not producing satisfactory material for Forest Service work has resulted in an inquiry now being conducted in the subject of Forestry Education. Perhaps if the Forest Service thru job analysis and prepared job specifications and furnished them to the Forest Schools the training in Forest Schools would have resulted in more satisfactory product.

2. Until required in 1928 and in the Loveridge work plans, so far as my recollection goes no general effort was made in the Forest Service to analyze the work of the various employees of the Service and to prepare job specifications. Now those very broad general analyses have been made and very general broad job specifications have been prepared. There are two things wrong with them. One - referring to question #3 they were prepared in the first instance by the employee himself with little or no help from his superior. Two - After these analyses and specifications had been reviewed and revised by superiors there was no real effort to secure in the subordinate full understanding of the revised analyses and specifications. Of course there is another difficulty - not entirely within the province of the Forest Service to correct - that is when the job specifications were written in 1928



the hope was held out that promotional opportunities would be greater. Yet but very few employees have received any more than the Welch bill promotion.

3. If mutual understanding is essential to efficient team work, and if an executive (or other employee) cannot be expected to analyze his own job and discover best ways of doing things, then the executive (or other employee) must sit in (be an observer) on the analysis of his job if he is to understand. I do not grant that an executive (or other employee) cannot analyze his own job. If he can analyze the jobs of others he should be able to analyze his own. But even if two heads aren't better than one, mutual understanding is promoted by cooperation in analysis - and greater efficiency results.

4. All yearlong employees on the Cascade have expressed a desire to read the lessons in this course. The lessons will be circulated. If the men read them they will accept more readily - because of understanding - any policies resulting from this course.

6. Insisting on 8 hours as one day and requiring work plans and schedules and diary analyses to balance on that basis makes the job of preparing work plans and schedules so onerous and so far from actuality as to arouse opposition and disgust with them. When it takes me and a couple of rangers 4 hours to find 1 hour's mistake in balancing the work plan and schedule so that it equals the exact number of working days in the month times 8 and when we know that during the summer months on horse trips the day cannot be confined to 8 hours we cannot help but regard work plans and schedules as now prepared as more theoretical than practical - a paper work burden required by "orders". To venture such an opinion is of course heresy and stamps one as ignorant and unprogressive.

- - - -

Frederic Winn

Tucson, Arizona.

The primary difficulty we have encountered in giving our rangers a better understanding of the theory and purpose of job analysis, has been that of the emphasis placed on the time factor. From the viewpoint of the Executive, the element of time is, of course, closely related to that of costs but the ranger in our organization is a "doer" (a doctrine emphasized in the Manual) rather than a manager. Fundamentally, our work deals with natural resources and those who make use of them and we cannot "speed up production" in the sense the phrase is used by industrial organizations. The ranger for the most part deals with the stockman, the small timber operator, the homesteader and the recreationist and among this class - at least in the southwest - the element of time is a negligible factor. I should hesitate to estimate how many Forest officers have torn their hair or exhausted their vocabulary of cuss-words because some grazing user has failed to keep a date or some small mill operator has figured that "tomorrow or the next day is as good a time to have logs ready for scaling as today". There is a psychology about this utter disregard for time which needs to be fathomed before the average ranger can be induced to give much weight to the fact that Part I of his work plan indicates 40 days set aside for small sales. He will recognize that small sales are part of his recurrent jobs and even that some months are better than others for handling them but he, from long experience with the citizenry with whom he does most of his business, will be wholly indifferent to the fact that Part I allots 40 days for handling



that particular job for the year. It must logically follow that if the time factor in Part I is given little weight, that in Part II and III it must be equally so. The writer was once asked if it did not make him "hot under the collar" to have a ranger sit alongside of a stockman on the top rail of a corral, whittle a stick and charge four hours to grazing administration. The answer was "No", if, during that four hours the ranger had made any progress towards an agreement, for example, to secure the construction of a much needed division fence or the establishment of needed salt grounds. One cannot approach a southwestern stockman with a proposition such as the above and expect to secure acquiescence in half hour, on the ground that the ranger's schedule gives him only a half hour to do this particular job. Of course, the ranger recognizes that fact but he uses this sample instance as an argument to point to the unimportance or rather the lack of value of the time factor. Nor can it be denied that this is an instance in which "the situation governs".

In line with all this, I note with interest and agreement in reading "Uses of Job Study", the following: "Salaries are not paid an encumbent for the time he puts in it. He is paid for what he does during that time." Herein lies my chief difficulty in explaining the theory and purpose of job analysis as applied to the time element in our ranger work plans. This same argument has been presented to me by a ranger graduate of an eastern University of ancient lineage who had in addition, three years of post-graduate work in forestry and by a ranger graduate from the University of Hard-Knocks, with post-graduate work on the back of a bronc and in the lumber camps.

Suggestion 5 would require too much space to answer in detail but it could best be summed up in the article on management problems and in the "Educational Review" on "Job Specifications". It could well be summed up in the expression: "If one is to do a good job--he must analyze, discern relative importance, detect relationship, weigh evidence and draw consistent conclusions".

- - - -

Frank Grubb

Prescott, Arizona

I can't entirely agree with the sentence in the text "But without the yearlong schedule, do you have a plan at all?" Part I of the ranger plan tells us what activities are necessary on a district, with what degree of refinement they are to be executed and the probable time required for each. Part 2 assigns the proper months for each activity with its time factor. With these as guides, why spend considerable time, both ranger and supervisor, working up in advance a whole year's supply of Trip Plans, with the certainty that during that year so many unexpected, unforeseen things will occur that but few of the plans can be adhered to, or if they were, with an actual loss of efficiency? Why not make these plans a month in advance when thereby it can be so much more clearly foreseen what and where the most urgent work lies? To me this latter still gives one very much of a plan, worthy of the man's best thoughts and efforts, and affording more needed flexibility to meet the myriad of surprises which help to make the Forest Service so interesting. Many examples could be cited, but as an outstanding one: Of what value were Districts 1, 5 and 6 rangers' trip plans during the past fire season except perhaps to be listed as "unfinished business"?

Job analysis, up to the above point, is an essential of good administration and the "Management Review" is correct in stating that an executive cannot be expected to analyze his own job in the best manner. He should, however, take an active part in such an analysis, and with an open mind for new or better methods.

- - - -



C. E. Favre  
W. B. Rice  
J. W. Humphrey  
F. S. Moore  
J. N. Kinney  
J. E. Gurr  
A. C. McCain

Kemmerer, Wyo.  
Emmett, Idaho  
Ephriam, Utah  
Montpelier, Idaho  
Salmon, Idaho  
Austin, Nevada  
Jackson, Wyo.

In discussing this lesson we are certainly of the opinion that analysis helps very materially, particularly in the following ways:

1. Discloses overlapping and duplication of work.
2. It will help in discovering faulty procedure of work or meritorious work.
3. It will show the need for machinery or other equipment to be used on the job.
4. It will give the ranger a better understanding of his duties, both daily and periodic.
5. It will assist in the handling of the work on the district through the fact that the viewpoint of both the ranger and Supervisor will be harmonized and correlated through the study made.
6. It will indicate the need for training and will suggest an outline to be followed.
7. It will indicate the need for standardization of jobs.
8. An analysis will bring out fitness of employee for the job at hand or for other jobs.
9. It will assist in providing more definite and satisfactory promotion policy.
10. An analysis will usually show the proper or improper location of headquarters.
11. It will also very often show the need for improvements on the district.

#### How Analysis May Be Helped

It is generally recognized that we have made many errors in the application of job analysis. In the first place the main error lies in the general method of making the analysis. No doubt the large portion of our analysis is made at some distance from the seat of action and at a time of year quite far removed from the actual time of doing the work. Then, too, our records with which we seek to analyze the situation are only estimates kept while the ranger or other individual is busily engaged upon the work at hand, and being unable to do two things at one time, the data to be used in analysis is slighted in favor of the job of handling the affairs on the district. All of these tend to lessen the value of our basic data.

We can hardly compare our data collected as we do with data collected in a foundry where time and quality can be very accurately determined. Then, too, we may make what we think is a good analysis of the job based upon facts obtained on the ground, but if this does not happen to fit in with an arbitrary formula which probably does not fit the case at all, we are usually told that we did not make a good analysis of the job. This tends to lessen confidence in job analysis and to create a spirit of disgust with it, which may or may not be justified.

One of the main weaknesses in our ranger district analyses is the fact that they have been made without taking into account sufficiently the need for and use of administrative guards, fire guards, improvement men and road and trail laborers. Plans have been built up on the assumption that the present average numbers of temporary men employed is correct, and ranger time set up for supervision. Also no account has been taken of overhead. A heavy overhead means that the ranger is probably receiving a good deal of help from the Supervisor's office, while a small overhead naturally throws a heavier load on the ranger.

#### Aids for Better Understanding by Rangers

In order that a job analysis be of the most value and give the ranger a better understanding of the theory and purpose of the analysis he should at least assist in making same, with a full discussion of the various factors, elements, standards, etc. This educates the personnel and gives them an insight into their work and enables them to correctly interpret the standards, jobs to be done, time factors, etc.

The Ranger no doubt will more readily obtain an understanding and appreciation of job analysis if he himself applies this to his own job and his analysis is subsequently reviewed and discussed with his superior.

- - -

E. S. Kiethley

Colorado Springs, Colo.

1. An accurate job analysis will result in practical working standards now so urgently needed in all activities and replace the ideals or desired practices so frequently impossible of attainment. Then, too, there is the element of remoteness and extremely slow progress made toward the accomplishment of these ideals. More mile posts should be placed along the way by which to measure progress. There is a difference between ideals and practical working standards, and the former is more easily stated without challenge. Working standards should be found in job analysis. Frequently the resultant working standards determined in this way will conflict with existing standards in handbooks and manuals, which, on the whole, are sound but do not fit the unevenness of the ground. An accurate job analysis will bring us out of this.

Most of the job analyses I have seen deal with the more simple jobs such as the telephone lineman or the man in a factory working behind a machine. I would like to have a sample analysis, which is judged high, of a job comparable to the ranger or supervisor's, and the whole bunch of jobs he has to do tied together in an effective plan which is known to work. We have got to put more confidence in our job analyses and plans through more interest and study of the theory and purpose back of them.

2. One serious mistake made at the outset was to move too fast. We tried to jam the whole thing down the throats of the ranger without preparing him for the shock. We also should have better prepared and trained the supervisors who were chosen as the doctors to administer the dose. It probably would have been better to have started the job analyses and work plans at the top where those most capable to do the job ought to be found. When the task got down to the supervisor and ranger, he would have gone about the job more understandingly. My notion now of the best thing to do is to go about the job slowly and thoroughly. The movement is quite revolutionary to the ranger and supervisor. We ought to have known this because our closed files are full of hastily made plans that were impractical. Both have made plans before, largely because instructed to do so, only to see them forgotten



about. How often have we inspected the supervisors and rangers' work through the resource and work plans so laboriously built? It is time now to make fewer and better plans which are of real value as a tool in management. They must make the rangers and supervisors' work lighter and easier. When this is demonstrated, both will take to them like a duck to water.

3. I think the job analysis and work plan should be made by the immediate superior officer in cooperation with the man whose job is being analyzed and planned. Without this I fear the plan will not fit the ground, and unless it does, it won't work. I don't know all the details of a ranger's job, or if I do, I cannot remember them accurately enough for a job analysis. His diary has not heretofore been an accurate record of the things he does. I, for one, felt poorly qualified to analyze the ranger's job and make a work plan. I can do a better job now, though experience has been a hard and costly teacher. I could have done a better job had I received proper training and taken more time to do the job.

4. The only suggestion I can offer is patience, time, and study. Prove to him by concrete cases that job analysis does result in easier and greater accomplishment. We must recognize that he will be slower to understand the purpose, perhaps, than those whose rank is above him, and we should not overlook the need of a competent and trained man to pass the job analysis idea along to him.

5. When job analysis is done right and accurately it is certain to result in a better understanding and appreciation of the things the ranger has to do. Having this, I am in a much better position to understand him. His work is his principal association, and this next to heredity makes the man. What he is, is merely a reflection of these two things.

6. Our plans and schedules have fallen too far short of expectations. We presumably intended to make them exacting and tight. Then we accepted all manner of flexibility, and, had this not been done, the work on the district would have been seriously disturbed. They implied or stated too many ideals and desired practices as practical working standards. To have carried them out 100% would have been all but ruinous. Traveling expense would have been materially increased. The theory and purpose are all right, but the plans made for rangers on this Forest need a lot of serious study and revision before they will do what is expected.

- - - -

Austin A. Wood

Franklin, N.C.

3. An executive is too close to his job to have the prospective necessary to thoroughly and impartially analyze it.

The man whose job is being analyzed should present the elements and the problems of the job and cooperate with the analyst. He should, however, defend his methods and not fail to give the analyst the best possible cross section of the job.

4. If we can show the rangers the trend toward Job Analysis in industry and all forward-looking concerns and convince them that it is intended to facilitate the work without restricting initiative and resourcefulness we will have gone a long way toward breaking down any ranger resistance which may exist.

- - -



1. Having been vitally interested in job analysis from its initiation in the Forest Service I have found numerous uses for the data. For the first time I found the reason why the peak load on the Custer was in October, November, December and January, rather than in the mid-summer season. This allowed the planning and constructing of improvements at a period when conditions were favorable and when the District Ranger was able to be near his headquarters and in immediate touch for fire control work. It brought out our local dependence upon the local people for fire detection and suppression. It indicated the excessive travel required for our S-22 sale business that could not be so well indicated from volume of cut information. It developed logical trips for range inspection and tied into these trips, numerous small jobs such as special use pasture inspection, claims inspection, etc. It indicated when and why assistance was necessary and developed a means of planning details to specific projects and jobs. These are only a few of the items that were more accurately brought into the light. Job analysis has simply given us - in an orderly way - definite information as to our activities and allowed more careful measurement of our time, thus contributing to a decreased cost in administration and an increased output of work. Perhaps a similar method of analysis of our fire protection problem in D-1 will evolve a more dependable protection of our forest resources.

2. The most common mistake I have noted in job analysis is the tendency to predict the future upon the basis of past accomplishment and to give too much attention to time setups, as estimated from past performance. My conception is to list the jobs under each major activity, defining the standards and objectives in detail and then in conference with the Ranger - progressively accomplish the work by outlining logical trips - without reference to the diary analysis. As I see job analysis, the more you divorce it from past performance, the more likely you will improve the performance and as you analyze, the differences between ranger districts in travel time, personal ability, etc., will unfold. Many other mistakes have been made in our analysis work one of which is lack of interest in the use of this new tool.

3. I agree with the "Management Review" we are too set in our ways to adequately analyze our own job. A Ranger job should be analyzed by the Supervisor - especially if the Supervisor is competent to do a ranger's work. Likewise the ranger should analyze his temporary force and their respective jobs, while a Supervisor's job should be analyzed by a qualified member of the District organization.

4. I think we should extend job analysis to the rangers by having them analyze the temporary men's function on the ranger district. We should hand down our information and data on procedure to the ranger and have him actively analyze the functions that come under his immediate supervision. In this way an appreciation of job analysis will be built up in the entire personnel, although personally I believe that there is now a deep appreciation of the worth of job analysis, especially if we subordinate the "work plan" phase to the real meat - "analysis".

5. See 1.

I would like to discuss all phases of our Ranger District analysis but this is now too lengthy. Last year we used the same system on the Supervisor's office with the result that there was less duplication of effort between the Assistant and myself - a more complete inspection of the Forest and a pre-determined estimate of field time. Even if not competent to analyze yourself, it won't hurt you any to do it.



One of the interesting things to me as a result of our analysis of the Ranger jobs on this Forest during the last two years has been the change in emphasis that has been brought about on the amount of time needed to be spent on the different lines of work.

For instance heretofore in my work on the different Forests I had always found that grazing supervision was usually crowded out as a major line of work and such of it as was done by the Ranger was only incidental to other work. As a result grazing received very little intensive study, and mostly took care of itself. A stockman got his permit in the spring, was later counted in, and came out in the fall. Little attention was paid to what he did all summer except as the Ranger incidentally noted conditions while on other work.

The analysis showed, where by scheduling the jobs to be done, it was possible for each Ranger to cover on definitely scheduled trips every grazing allotment on his district, at least once during the season and frequently an early summer and again a fall inspection. Incidentally many other jobs can be scheduled to be done while the men are on their grazing trips. Grazing, in other words has finally gotten its fair share of the available time along with other important jobs.

Some men need the carefully worked out job analysis and work plans, more than others. It is very probable that the men who seemingly need them the least are the ones who really, whether or not they worked out the analysis and plans for their work on paper beforehand, always had running through their minds an idea of an orderly procedure to accomplish every thing there was to be done.

The ones needing the well worked out analysis and plans most are those who are continually wasting efforts running from place to place in an unorderly fashion doing only part of the work then jumping to something else, then back over the same ground to finish what should have been done before.

Certainly the methodical ones are not injured by having an analysis of their jobs and carefully formed schedules. It falls in line with what they have always worked out in their minds anyway. The unmethodical ones are greatly helped because they can accomplish all the work of their districts whereas generally before some things were slighted.

I am satisfied that from two years use of the new method of job analysis and work plans on this Forest I have a much better assurance that the things needing doing are carefully worked out in advance as to time and how to be done and that they will be done if at all possible. Under old methods or lack of methods there was a good chance that many things would continue to be slighted because they were the jobs least liked, least pleasant to do, and therefore, most often put off or carelessly crowded out.

What I find out now occasionally is that I have to watch to see that the plan is not being every once in a while carelessly ignored and the men getting back into the old habit of doing what comes easiest to do rather than as per schedule what is logical to be done next.

Under question 4 of lesson two. "Suggestions as to how to give the Rangers a better understanding of job analysis \_\_\_\_\_." I think the "Personnel" November 1929 article on Uses of Job Study is good enough to send around to the Rangers and plan to do so.

In working up job analyses with men from the District Office and the Rangers it struck me that the Rangers were sold on the idea of job analysis and the good to be derived therefrom. They have worked under them for two years now and in general have found the plans working out in good shape.

- - - -

C. C. Hall

Albany, Oregon

I do not altogether accept the idea that the other fellow can analyze the job better. The fellow on the job naturally thinks he knows more about that particular job than the other chap and if he is progressive it is probable that he does. Would not analysis by the man on the job be more successful than one by a stranger to that particular job?

While I feel that I have a good general knowledge of a Ranger's work, I would not attempt to analyze his job alone. To do so would be to take many things for granted. It seems to me that success in analyzing a job can only be assured by using the man on the job as the principal and the other chap in advisory capacity.

A new view point is always valuable and the advisor would furnish just that, as well as expert advice in short cuts, etc., while the man on the job opens it up for the other fellows view and eliminates errors that would otherwise be made in taking things for granted.

- - - -

G. B. Mains

Boise, Idaho

It is a mistake to try to apply a common unit of measurement to the same job on all Ranger districts and Forests because conditions under which the job is performed vary too widely.

In Forest Service work and all similar jobs the executive must analyze his own job or at least set in on the analysis. Otherwise it is not his job. Even if there were an analysis of the job handed him when he took it over he would want to study and re-analyze it and fit it to his individuality in order to get the best performance.

- - - -

Carl B. Neal

Roseburg, Oregon

There are times that I hesitate to criticize because it really seems that it must be myself and not the regiment which is out of step. In this case it seems to me that your suggestions for discussion necessitate rather trite self evident answers.

Discussions of subject No. 5:

It seems to me the district ranger job analysis are as much help to the Supervisor as they are to the district rangers themselves. They furnish the specifications against which to compare the work the ranger is expected to do. In this way the Supervisor is able to keep in touch with the district rangers better than by any other method.

It seems to me that it is time we had job analysis for the clerical positions. These could be "pyramided" very much as was done in the case of splicers' helper, grade a, b, c, and d, in the Educational Record for October which we received. Further, such an analysis would show how much help or cooperation the clerical force should have from the Supervisor's staff or the district ranger in order to do their work satisfactorily. A concrete example of what I mean is illustrated by the improvement cards. Should these



be kept by the clerk or the Superintendent of Construction or by both? There are many other cases where the clerk's work is to compile and maintain records of work done by others, and in order that this may be adequate, how much assistance should he receive?

S. A. Nash-Bouldin

Santa Barbara, Calif.

As I now understand the new work plan it should be a word picture of the work on each ranger district.

From my intimate knowledge of two or three Forests I doubt if this has been accomplished, and I find it will be necessary to revise the plans to depict more clearly the condition.

In preparing the job lists and schedules I find there was a tendency to cut the job to fit the existing personnel, both as to man days available and his ability, consequently to anyone reviewing these plans without detailed knowledge of the particular district, they may appear as average one or two man districts, whereas if the plan was really a true picture of the job, with all short cuts and dovetailing of trips taken care of, it would probably look entirely different.

I am wondering if perhaps our objectives are not too vague. Does the average Forest officer visualize and constantly keep before him our real objective; does he picture in his mind an ideal Forest condition and the public benefits to be derived from such and then work consistently for that goal, or is he not apt to be buried in the details of the job?

As a comparison, suppose it has been decided to build a cathedral. The next step is to prepare a plan or picture of the completed building; having agreed on this the details can be worked out from the ground up to the peak of perfection as pictured in the plan.

C. L. Van Giesen

Ft. Collins, Colo.

2. I believe that there is a tendency to budget time too closely in preparing work plans and schedules from job analyses. Our procedure which requires the analysis of a Ranger's diary may show that the work for a month should be done in twenty working days by the use of improved methods. Can we be sure that there are not many interruptions, such as are given in the answer to Suggestion 4, which cannot be accurately budgeted, but which, nevertheless, will require the remaining five or more working days. Should we grade a District "light" if the analysis shows only 20 required working days, when these additional, unavoidable, time-consuming elements require the full time of an efficient man?

How many of the administrative plans for Ranger Districts provide an allotment of time for reading and studying the many Departmental Bulletins on forest management, range management, etc. which are published and distributed at frequent intervals? During my somewhat short time with the Service, I frankly admit that I have not read over 5% of this material, and the many periodicals circulated through the Supervisor's office. Should there not always be considerable leeway between budgeted time and the number of working days during a given period? Otherwise, we will lose the benefit that we should receive from these educational sources, as a result of our high efficiency and consolidation methods, which allow no time for anything except strictly productive work. I believe that I can safely say that 75%

of the work in this course is done during evenings and Sundays, when most professional men, similar to us, demand relaxation. We all, I'm sure, give this time gladly, but are we not courting a decline in efficiency during regular working hours? Would it not be better for the entire Service, if our analyses, plans, and number of personnel allowed sufficient time for these valuable educational opportunities?

- - - -

Edwin F. Smith

Placerville, Calif.

1. I believe that the uses of the job analysis can be applied to almost any of the work in the Forest Service. However, the only way that we can advance in the use of such analysis is to apply the results of the analysis to the job that was analyzed. This also will bring out any weaknesses that might be in the original analysis.

2. Our mistakes as I see them in this work has been that we have accepted the results of analysis as being the final word. Also, we have not conscientiously applied the results of the analysis to the work itself.

3. If time were possible in the analysis of a job the basis of this analysis should not be one man's practice of accomplishing the job but should be a summary of all or at least five men who have held the particular job that is being analyzed. If one accepted the idea on its face value of the man that was holding the job at the present time as the best method, no progress could be made in an analysis.

4. An annual revision or check-up or a work plan, which is in a measure a job analysis, with the ranger is the best method that I find in getting the cooperation of the ranger to the furtherance of the job analysis and its practice, as changing conditions are brought out by the particular ranger which are helpful in pointing out where the first analysis was in error.

5. Job analysis is an assistant to a manager in weighing or comparing ability in the doing of things of different men and thereby giving a manager what the average man can accomplish and can be expected to accomplish.

- - -

Walter G. Mann

Kanab, Utah.

1. Job analysis can be made of all kinds of jobs, from the highest manager to the lowest laborer. We can make job analysis of all guards' jobs, and could probably get a great deal out of it if we would make an analysis of the jobs of laborers. But every Supervisor has been doing that. He hasn't reduced his findings to paper but it has been necessary for every Supervisor to analyze and plan his projects, and analyze and plan his laborers' jobs so that he can get the most work done. In the case of laborers it is impossible to crowd them, to hurry them up, but by analyzing the jobs and eliminating waste motion, it has been possible to get more work done with less money.

For officers our analysis has been on the yearlong basis, but it is possible to extend job analysis to special jobs, to individual trips, so that waste motion may be eliminated. This, however, should not take the form of long extensive writeups, but rather be analyzed in the minds of the men themselves.

2. One of our mistakes has been, I think, in making our job analysis so voluminous, and trying to make our plans so accurate, that the analysis itself takes up too much time. Changes do not fit in, and when rangers'



districts are consolidated, or an extra man is dropped a complete new write-up of pages and pages is necessary.

4. We have crowded job analysis and work plans onto the rangers. We have told them it had to be done; it was orders from headquarters. Many of them, I know, have been reluctant to accept the idea; many, or I should say, all of them have entered in the thing to make a go of it, to make a success of it, the same as they do other things in the Forest Service. They have the spirit of loyalty and are a bunch of fellows that want to put things over, that want to accomplish things, but we have not given them the incentives for analysis and plans that they need.

A very great help would be ranger meetings where the discussion would be job analysis as practiced in industry.

5. Job analysis is going to help me in my management of men by helping me to make proper notes on betterments and improvements in the jobs and in the methods. One of the biggest helps is going to be, and is, the training of mind so that I can continuously make mental analyses of the men, of the jobs, and of the methods; so that I will actually know how to go about it to make an analysis by dissecting the job, weighing the parts, and putting them together.

It will help me to have definite standards and set-ups for each man to measure up to. I will know them absolutely; there will be no misunderstanding about it. And then I can judge the man and know whether the work is being done or not, whereas without job analysis, I could not know.

- - -

Arthur Potter

Boise, Idaho

I believe a lot of good can be gained if a man will analyze his own job. When an analysis is made as a basis for a plan his superior officer should make the analysis and decide on standards and objectives, assisted by the man concerned.

If the data obtained from job analysis is correlated and assembled into a simple plan which shows standards of work and objectives it is useful to the executive in determining the kind of man best fitted for the job, the executive has a better foundation upon which to determine whether the job was done satisfactorily and what to expect of the man.

Analysis will bring out better ways of doing jobs and will in many cases show that when jobs are correlated time required to do them will be reduced. After analysis is made the ranger or man concerned should have a better perspective of his job.

After analysis is made and the work plan prepared further check on work accomplished should be made by some one who understands conditions under which the man has to work.

- - -

J. W. Stokes

Boise, Idaho

2. It should be emphasized that the main purpose of a job analysis is to determine the best way to handle the details so that the whole job can be done to the standard desired with the least effort. To get a true picture of any Forest Service job we need much more detailed figures on time required for travel, for constructive work to various standards, for small jobs done en-

route, etc., etc., than are usually found in the average diary now. This means, I think, that we should expect each one to keep a more detailed time record of his doings and should provide a detailed outline to be followed in writing diaries. In addition it would be well if a specialist in job analysis could accompany one or more rangers on each Forest for a day or two and make a systematic analysis of the work as it is done. These careful time studies would be a great incentive to more detailed diaries and the figures secured would be valuable in getting proper time estimates in other job analyses.

- - -

L. R. Lessel

Silver City, N.M.

Question 2: In analyzing individual jobs, I am wondering if in our work we haven't at times given the individual ranger in charge of a district too much consideration. If the individual ranger with his ability or lack of ability, could be dissolved from the picture entirely, it is believed a much better analysis of the individual district jobs would result. To analyze a particular field job, only the composite of several men doing the same job should be used.

Question 4: Since the Forest Service is primarily a public service bureau, it is believed that the sooner the industry type of comparison or method of job analysis is forgotten, the sooner progress will be made in job analysis. What we need in analyzing our jobs is perhaps an entirely new method of analyzing jobs more in line with a system which would be necessary in analyzing a city fire department or police force, or similar public service organization. I don't think the ranger would get much help out of the theory of job analysis as practiced in industry.

- - -

John W. Lowell

Hamilton, Montana.

1. Probably we have not gone as far into detail in job analysis and setting up job specifications as we should to get the maximum results in the time possibly available. As in everything, time is one of the important facilities that must be present for any degree of accomplishment. When the job is analyzed, the various facilities for carrying out the necessary objectives in accordance with the specifications for doing the job must be given careful consideration. When a portion of the necessary facilities are lacking, something has to be sacrificed. I think we have so far failed to carefully analyze the facility phase with the result that what has become custom has had too much influence in deciding how much will be accepted as standard performance. As an illustration, we find the volume of office work on a given Forest takes the average ranger four or five days a month to keep on top of it. In considering how long it should take him we have not considered anything other than the volume of the work and his personal efficiency. If he had an old Oliver typewriter, a poorly lighted and poorly ventilated office, or his office was located in a room adjacent to a mother and five children who were frequently calling on him for this or that, we would not proceed to correct the inefficient facilities.

2. So far I don't know of any steps being taken other than the Supervisor or member of the District Office or Washington Office sitting down to analyze the job with him to get the ranger interested in analysis of his job. Why not go a little farther and have the ranger analyze the job of each temporary employee and set up specifications and plan the temporary man's work accordingly? It seems to me this would add some incentive for both the ranger



and the temporary employee. Each employee should also know the objectives and job specifications for the next higher position to the one he occupies. This is one way of adding some incentive to do the job well with promotion in view.

There are certain difficulties in analyzing our jobs that do not appear in ordinary private business. These difficulties should be understood. An important one is that one must be familiar with all kinds of travel conditions as influenced by topography or other factors in the unit under discussion. Manifestly then, the Forest Supervisor or someone equally familiar with the unit should be the one to analyze and build up job specifications with the ranger. Following this up the ranger will be the proper one to analyze the job of the temporary employee. Time limitations preclude the possibility of District Office or Washington Office men obtaining the necessary information for each field unit. When a unit is analyzed, sufficient time should be available to do the job thoroughly; otherwise, half-baked plans will be the result.

3. The man who holds the job that is being analyzed should furnish all the information available and be encouraged to suggest and criticize. He should be a real party in responsibility for the completeness and accuracy of the job.

4. The only way I know to give rangers a better understanding of the whole theory and purpose of job analysis is to better understand it ourselves, work at the job with the ranger and possibly furnish them such material for study as is being furnished Supervisors in this course.

5. I believe job analysis should and will make me understand all factors of the job better, result in correctness of conditions and procedure, furnish opportunity for understanding the man better and lead to my giving him help where most needed. It should also help to correlate jobs between men to better advantage, and perhaps most important of all, materially increase the efficiency of the organization as a whole.

6. After the analyzing of the work and the building up of job specifications are thoroughly developed with objectives thoroughly understood and set down, the plan is 90 per cent accomplished. There only remains the time and personnel elements to correlate and scheduling based on the previous work to complete a workable plan. I am not entirely sold on a standard form of plan. We should work toward convenient, short and easily understandable plans that also provide for the necessary pliability so that the emergency jobs which are always coming up will not discourage effort to complete the work as planned.

- - -

Leon C. Hurtt

Helena, Montana.

2. In my judgment, one mistake made in job analysis to date, is over-doses and overenthusiasm. Another is lack of a cleancut, well-understood objective of personnel management in the Forest Service.

I suspect that each workman or executive who has contributed noticeably to the world's progress since the first cunning artificer in metals, spent hours analyzing the elements of his job. It is only in the past ten years or so, since experts first discovered and began to capitalize it that it has reached the serious or epidemic stage. Job analysis is a prerequisite to pro-



gress when taken in moderation, but wholesale overdoses may be bad. After professional analysts have found something new, I believe that job analysis will take hold in the Forest Service and yield some worthwhile results.

Before job analyses can yield maximum returns, the question of objectives must be thoroughly understood. If the objective is to be cheaper forestry, a different design in putting the wheels together is called for than in case it is to be better forestry, as was mentioned in the previous discussion. Job analysis will be worthwhile only if followed to its logical conclusion with courage, rather than used to justify preconceived notions of organization.

3. Naturally, it would be the idea of a professional job analyzer that a man cannot analyze his own job. However, if this is a correct idea, it is hard to understand how the world emerged from the Stone Age. No doubt, most of us have "blind spots" or prejudices that prevent our seeing the best way of doing certain things. Still, some progress ~~has~~ been made in certain lines since the Neanderthal man roamed the forests, long before job specifications were written out. A fresh outside viewpoint is splendid assistance in these analyses, but it is feared that bad results may follow the assumption that the outside expert must do the analytical work. Fortunately, the world seldom follows enthusiasts the full distance.

4. Detach from regular duties and assign a few experienced rangers who have open minds and plenty of faith in the fundamentals of American forestry of today, place them in charge of a competent leader, and have them study the application of job analyses on their respective districts. After such a trial and after working out something of value in coordinating their own work, give them the opportunity of spreading the gospel to others in similar work. I believe this plan would give job analysis the best possible impetus.

This method would take time as any good foundation or sound forestry work takes time. This procedure might help in separating fact from theory and in clearing up objectives. My guess is that it would also result in building job analysis first around activities with fire, grazing, lands, etc., as units to be really analyzed and afterwards correlated rather than to attempt to analyze and correlate the whole complex job of a ranger at the first attempt and run the risk of discouragement.

Industrial work of today is highly specialized, as is indicated by the fact that one of the references in this discussion lists four classes of wire splicers, with a total of fifteen grades, besides a helper under the immediate close supervision of a splicer foreman. No doubt, this type of organization is effective where speed, quantity and immediate profits are governing factors. It seems unfortunate to apply the same methods to job analysis and personnel management on a profession where the ranger deals with the soil and its products on 175,000 acres, and exercises a definite influence on the social and economic welfare of a considerable population with comparatively little detailed assistance or supervision, and where profits, if any, are deferred 100 years. The technique and methods of analysis should to my mind, be modified from industrial methods rather than fail to make any analysis.

- - -

G. E. Mitchell

Okanogan, Wash.

1. There has been developed in the Forest Service a policy to standardize our work, our equipment and our results. We have probably gone further in the standardization of our equipment than any other part of it. This is undoubtedly due to the fact that we analyzed our equipment needs more than we



have the others. It is true that we have all had our ideas of the jobs to be done and, while striving for the same objectives, each has had a little different method and there has been many different ideas of just what should be done.

It seems to me that this job analysis "with constant attention to their relation to the whole situation" is the one thing that will standardize our work. Regardless of a ranger's ability to build good roads, the proper analysis of his work will require that a given amount of time be spent on grazing and silviculture.

2. This has been partly answered under 1. Instead of properly analyzing our jobs we have, more or less, followed our own intuition and given the more desirable work the majority of our time.

3. If a man's heart is right he is going to do his work the way he thinks best. I don't see how he could be expected to change his methods from his own analysis, except that he is doing it more or less all the time. He should welcome an analysis of his job by an impartial and competent board.

4. I have gotten a much better conception of ranger work plans from reading this lesson than I had before. The proper analysis of the job of putting it across to the rangers is what some of us have needed. Probably with this help we can make it more clear to the rangers.

5. Job analysis, so to speak, throws an X-ray light. In other words, it makes it possible for one to see the job more clearly. The better we see the job the better will our judgment be in choosing the man for the job; in estimating values and expenses of the job; in planning the individual projects and planning the forest work as a whole. I am sure that the job analyses made thus far have in some instances brought out work that needed to be done which had been overlooked by both ranger and supervisor.

- - -

James E. Scott

Lacoma, N.H.

No one can believe more strongly than I in the value of scientific job analysis as applied to almost any field of organized or individual effort, and particularly as applied to our own work. The far-flung territory within which we operate, the wide variety of problems and working conditions, the absence of supervision of the sort that is common in a manufacturing plant and most other points which have been advanced as obstacles to our use of this tool of executive management appeal to me usually as emphasizing the need, our need, of such a tool all the more. We, on this Forest, have recently carried through five ranger district analyses. I have helped on others and have had the happy opportunity to review still several others. Crude as these first attempts unquestionably are, we have secured the clearest and most comprehensive pictures of the various jobs analyzed that we have ever been able to secure by any method. Logically developed we shall secure through them eventually a positive executive control over men, money and materials. Upon such bases only will we develop plans of work which will stand up and work. Local and Service-wide problems of financial and business management will be reduced, largely by such methods to "brass-tack" facts susceptible to definite and constructive action. And of perhaps greatest importance such analyses should produce a basis for measuring individual accomplishment in such a way that the individual worker will be definitely assured of justice in the current consideration of his value as a member of the organization.



The harvest of these fruits will be increasingly heavy as we perfect our analyses. Aside from our own inexperience or lack of skill in this sort of work I believe our greatest handicaps now are the woeful lack of time standards, and the cumbersome mechanics of the analysis system. We can overcome the first only by some systematic program of time studies. It seems to me that some one might analyze the analysis system and cut down the mechanics thereof. And surely no one should object to changing the forms used in such a study even every year for a few years while the thing is still in the bud, assuming of course that real mechanical improvements are secured.

As for our mistakes I believe our greatest has been the confusion of "Analysis" and "Plan". I seem to see evidence of this mistake in your discussion of Part III and yearlong scheduling. The student of last year whom you quote still hopes, I am sure, that, Part III will come to be regarded not "primarily a plan" but "entirely a plan"-- not as a part of the analysis but apart from the analysis. Built on the safe foundation which the analysis only can afford, but not essential to the full completion of an entirely adequate and scientific analysis. Once we reach that point a lot of grumbling will turn into enthusiastic cheers and scientific progress will be faster.

There is some merit, I think, though not 100%, in the thought that we naturally think our own way best. Most of our executives I believe are still reasonably openminded. Surely the man whose job is being analyzed should have at least a stack of white chips in the game, but I agree that some one else should guide the analysis and have final power of decision.

I should like to see a clearly written paper on the theory and purpose of job analysis in industry placed in the hands of every Ranger. It would help I am sure.

- - -

Lewis R. Rist

Glenwood Springs, Colo.

1. If a job analysis is carefully and thoroughly prepared, it should give a nearly complete picture of the work on a ranger district, Forest or other unit as to kind, amount, and special problems, and the time each job should be done and how in order to produce satisfactory results. As stated, it indicates the what, why, how, when and how much for each job. If the above is true, it should also be a valuable guide for choosing the "who" to administer the unit.

. From the beginning of the Service, much emphasis has been placed on public contact and good will. Yet in numerous instances grazing districts and Forests have been administered by men entirely unfamiliar with the live-stock business; in other localities recreation and public relations were the outstanding activities and the administrative officer was one wholly lacking in the desirable qualifications. Other comparable selections are not uncommon. If an analysis is a picture of the work and indicates the type of man necessary to satisfactorily handle the work, and at the same time increase public respect and confidence, it would seem good business to make further use of it in the selection of the administrator.

- - -

Carl Ewing

John Day, Oregon

1. There is no question but that our best managers have been those who most consistently analyzed their problems. The advent of modern work plans has given all of us a more analytical attitude toward our jobs which can result only in increased efficiency.



While the ranger work plans now in use are a decided improvement over the old job lists we still have a huge task ahead of us in analyzing the work of positions other than ranger, drawing up job specifications and then co-ordinating the work of all positions on the Forest, including those of ranger. Less than half of the average Forest organization consists of ranger positions. It appears to me that in spite of excellent ranger district analyses we cannot approach even a moderate degree of efficiency as an organization until the work of the Supervisor's office has been similarly analyzed, job specifications and standards prepared and approved and the whole list of jobs arranged into orderly schedules for the various positions. Whether or not this analysis can be made by the Supervisor, it should dovetail with that of the District Office.

Analyses will not be complete until they provide not only job specifications but systematic training in following these specifications. Our manuals and handbooks are fine but there is no instruction equal to that secured through actually doing a job under the guidance of a competent instructor. A thoroughly coordinated District organization should, I believe, include men whose duty it is to work with representatives of the Forest organization until these in turn can instruct the Forest force in both field and office procedure. Great strides are being made in this direction. Fire Control is a conspicuous example. It may be that these same instructors could by correlation between the branches function more broadly and perhaps more fully. There appears to me to be urgent need of more instructors - both in the district and on the Forests.

5. After the work of the Forest has been thoroughly analyzed and schedules prepared for each position, I expect that there will be a greater change in the staff positions (excluding specialists) than there has been in the ranger positions. The danger of ruts will be largely eliminated along with over refinement and rainbow chasing. With the added assurance of his schedule and job specifications, a staff officer will be encouraged to drive ahead and without a doubt will be much more effective.

Attempts have no doubt been made on all Forests to delegate certain work either wholly or in part to specified individuals. No such effort can be fully effective until the job delegated has been analyzed and provision made for fitting it in to the schedules of all other officers on the Forest in its proper perspective.

- - -

F. D. Douthitt & P. E. Cheseboro

Yreka, Calif.

2. I think the idea of job analysis is an excellent one and the only mistake I see is that of combining such work with plans and schedules which resulted in a bulky document called a work plan and gave the ranger force a scare because of its size, etc., especially when the matter was put over by a special drive. This will be gradually overcome as the ranger force learns that the whole proposition is an attempt to aid them in handling the work of their district rather than an attempt of forcing a cut and dried plan on them. It would be preferable, however, if the plan and schedule end could be simplified and reduced in volume.

4. If job analyses had been given to the rangers as such and not as part of the work plan there would have been but little difficulty relative to this idea. Somehow the idea of a work plan developed as a cut and dried schedule to be blindly followed got abroad and has dwarfed the job analysis



part of the plan. If the work had been called a job analysis instead of a work plan and the idea given out that it was to be used primarily to show the work of the district and how and when it should be done, I believe it would have been better received. The idea that the ranger job is being made routine and mechanical is repugnant to many of our best rangers. For example, the two best rangers on this Forest both had jobs paying more money outside the Forest Service, one with a lumber company and one with a construction company, but they are in ranger positions because of its freedom from cut and dried routine. I think more effort must be made to consider the job analysis feature of this work rather than the work plan end of it and if that is done I anticipate little or no lack of understanding on the part of the ranger force.

- - -

A. C. Shaw

Pensacola, Fla.

2. I believe that our mistakes have hinged largely on our failure to fully realize the importance of personnel handling. While personnel work is the work of every executive in the organization, it is so important that there should be a definite head to govern and correlate the formulation and carrying out of personnel policies, in contrast to the variety of applications and interpretations of personnel policy that ensue when such policies are formulated and applied by a group of specialists, each one of whom can always prove that his particular activity is far more important in selecting, training and handling men than any other one activity.

We have a wonderful absence of records of performance. We trust almost solely to our memories and impressions, and basing our decisions on such incomplete and inadequate foundations we often make grievous errors. We can best overcome this mistake by recognizing this inefficiency through the establishment of a branch in our organization which is solely accountable for plan and personnel. Other branches should not be relieved of responsibility or robbed of all authority, but they should be subordinate to Personnel and Planning when it comes to personnel work. Having an organization for the handling of such problems, and given good job analyses and work plans, we should be in position to move ahead rapidly.

The plans and schedules are invaluable, but the mechanics of preparing them are poor. As yet I do not know of anyway of correcting it, but there should be some way of making an intricate ranger district plan with less time consuming drudgery. I believe that one more job could be done at the time the plan is prepared. A very thorough analysis should be made of the ranger himself, setting down past failures and accomplishments as a matter of record. Should we not analyze the man as well as the job? It goes without saying that no plan or analysis should be made without a very thorough district inspection. The first plan will probably be the recipient of more time and study than any of its successors. What we need is field accomplishment and not paper plans, and we should by all means not attempt to rush through this job too fast.

N.B. - After we get these plans well established we should have a marked decrease in the volume of Ranger instructions.

- - -

Lee P. Brown

Medford, Oregon

4. I think that training and the passing on of intensive training methods "from the top down" while on the job would help the field. For example, suppose each District Forester and Chief of Operation were to specialize in job analysis and training methods and then to contact the field



force, Supervisor and his deputies and perhaps one or two rangers, for a sufficiently long time at a stretch to consciously put over the best methods and practices. This might mean 2-6 weeks on a forest at one time but the result would be a working out of field problems in the field, a fair analysis completed, resulting in thoroughly understood objectives, problems solved and greater efficiency.

A reading course showing how job analysis and plans such as we are using are actually working out in industry and business would stimulate the ranger and field officers' interest and his willingness to use and try out the methods. This brings up the point - have plans of work and job analysis been sold to the field force? Has the leadership been there? I know from my own contacts that Bob Clark, my first Supervisor, thoroughly sold me the idea of job analysis, plans of work, standards, etc., long before they were generally adopted by the Service, but I have heard little discussion among other officers regardless of rank that quickened my interest, opened up visions of possibilities, etc., since. On the other hand I have thoroughly enjoyed Kep's courses in management, administration, finance, etc., and through his showing how the outside world was using these things, seen where I could use them in forestry practice. For forestry is the business of growing trees for a profit, to use one of Prof. Roth's definitions.

- - -

Wallace M. Riddle

Panguitch, Utah

In the pamphlet "Instructions for Writing Records of Usage" there are listed thirty-four separate jobs necessary for a "Foreign Service officer of the United States" to perform in order that the job function in a proper way. Perhaps a number of these could be further subdivided if a very close analysis of the various jobs were made.

In "The Educational Record, Supplement" we find listed for a cable splicer's helper forty-four separate jobs. He is the least skilled man in that work or could properly be called 4th class splicer. For Senior splicer, who is immediately above First Class splicer, the job is divided into twenty-five elements, and for foreman thirteen.

By glancing over one of our Ranger District Plans I find the job divided into sixty-eight separate activities, forty-four recurrent and twenty-four non-recurrent. To some extent recurrent and non-recurrent overlap, i.e. such work as telephone maintenance (recurrent) and telephone construction (non-recurrent) are listed as two jobs. However, either maintenance or construction could probably be divided into as many or more elements than that of the cable splicer, since it not only involves the splicing of wire, but digging of holes, setting of poles, stringing and stretching of wire, etc. If this is true, it indicates in a way that we would be able to get more out of job analysis by going more into detail in writing it. As I will show later, I somewhat doubt that this is true. I do believe, however, there would be less turnover in the Service personnel if we had some means of getting the entire job of a Forest Ranger before men desirous of entering the Service before getting in. . . .

- - -

W. G. Durbin

John S. Everett

Susanville, Calif.

1. Job analysis in the Forest Service is probably the first accurate measurement and correlation of the activities of the individual job that we have had. Presenting as it does the entire lay-out of the job, defining the

objectives, standardizing the methods, etc., job analysis furnishes us with a tool which should prove invaluable. It defines the job and can be used to measure the results. It can be used to see that all activities get their proportionate share of attention, that the right man is on the right job, that a man in training receives instruction in all phases of the job and that jobs of like responsibilities receive the same pay.

We can get more out of it than we have when we better understand the analysis and the purpose of it and really try to make some use of it. If we only half understand what it is all about we are liable to view it with distrust instead of as something that will aid us.

2. It seems to us that better results would have been secured if before starting in on job analysis, the rank and file in the Forest Service had been better instructed in the history, theory, methods and uses to be made of it. In other words, a little educational work at the beginning would have been well worthwhile.

4. The rangers would get more out of the job analysis if they knew more about the purpose and some of the practical uses made of it in industry. If they could see where both they and the job were likely to benefit from it they would undoubtedly get more out of it. Possibly this information could be given to them in the form of a bulletin or as a serial in the News Letter.

5. Some of the ways in which job analysis will aid in the management of men are:

- (a) Forms an accurate basis for judging the work of men.
- (b) Will aid in training men for a job and in pointing out to them the lines along which they must develop.
- (c) In determining whether the right man is on the right job.
- (d) In arriving at recommendations for promotion.

- - -

J. Raphael

Weiser, Idaho

2. I believe our greatest mistake in all this effort to improve our way of doing things, has been in "hitching the cart before the horse". Instead of taking activity by activity, setting up a standard or objective for them that would reasonably meet our fundamental objectives for the particular region and following it through down to the last man who would have anything to do with it, and thus ascertain just what the attainment of the standard set up would mean in terms of time, men and money, we are attempting to analyze all of our jobs at once, from the bottom up, with about as many different conceptions of the objectives as there are analyzers and local conditions.

Regardless of what may have been said or written to the contrary, I can't help but feel that there is a feeling among many, that our work as a whole, is as susceptible of as exact or inflexible analysis as are the mechanical jobs of private business. I do not believe it is. If we once get outright recognition of this fact, I believe we will have made a big advance in our job analysis and its purposes.

5. If some of the difficulties I have mentioned can be practically met, I believe a job analysis would be a big help to any Supervisor. At present, however, the burden of analysis and re-analysis, plans and revisions of plans is so great that it is sometimes difficult to see or appreciate the help if any exists.



A good thorough Job Analysis should help in showing up the size of a job and to plan for the adequate and efficient handling of the job. It should help in getting all parts of a job done and get more of the things done that otherwise seem to be overlooked. It should help in selecting the right man for the job or in what things and ways the incumbent should improve in order to handle the job well. It should enable one to define and place direct responsibility. It should broaden and develop the subordinate officers. It should enable me to make better use of my time. But, the way we are going at it now, I am not at all encouraged.

- - -

Blaine Betenson

Salt Lake City, Utah

4. In industry, employees' efforts must produce a profit to the company, if the organization is to stay in business. It has achieved low production costs and fine goods by scientific study and elimination of wastes. The whole essence of business is based on costs, and while we in our business have a lot of non-revenue producing jobs, yet I think too many of us do not give sufficient attention to this in our work. We want results but we must have it at a reasonable cost.

I think that some Supervisors at least should place more emphasis on this thought in his personnel work. This can best be accomplished by personal contact with his Rangers by drawing specific instances in their work where they did not give consideration to this idea of costs. For instance, I have in mind on one occasion where a Ranger spent a day's time and about \$3.00 in auto mileage in going to a certain point to get a piece of Government property which had a value of about \$4.00. This property could have been picked up on some other trip when other work could be accomplished, but the Ranger thought there was a possibility of it becoming stolen or destroyed in the meantime.

- - -

T. H. Sherrard

Portland, Oregon

The work of the short term protection men on a National Forest is of great importance, if for no other reason than they outnumber the permanent force something like 10 to 1, - including the emergency and road and trail men, 30 to 1. The period of employment is short and the wages are low as compared with the scale of wages paid in industry to men of similar ability, experience and skill. Therefore, the turnover in the short term force is large, particularly in localities which offer a wide choice of opportunity for seasonal employment. The permanent forest force is confronted each season with the necessity for training many new men in a short time. In the Douglas fir region of the Pacific Coast, the protection men form merely the nucleus of the force of lookout men, firemen and fire fighters which must be recruited in emergencies from the road and trail crews employed on the Forest, from cooperators and local residents and lastly from outside sources.

Any means is important which will systematize and expedite the process of training short term and emergency men so that as much as possible can be put over in a brief period of time. The use of job analysis so far as I know, has not been extended as yet in this district to the work of the short term and emergency men. Carefully prepared job analysis would guide and help the men who want to master the requirements of the job they have undertaken and would simplify for the District Ranger the work of training his short term men.

Analysis of the work of the Ranger and Supervisor will approach more nearly to completeness, if supplemented by analysis of the jobs of the various

units of the short term and emergency protection force.

- - -

Lester Moncrief

Pendleton, Oregon

1, 2. Job analysis can hasten the discovery of defects in the job itself. When the microscope of analysis is set above our ranger jobs imperfections are painfully plain. We will be foolish if we are content to take the component parts as they are and weave them back together into a work plan. Many of them are no good. Many need reshaping. The microscope will show it. It works just as well on little units as big ones.

We have not gotten full benefit from analysis as a rule, still speaking of our ranger job. The initial breaking down of the job seemed to be such a chore that we grew impatient and hurried the assembly. We said for example six days was too much office work and lopped off minor parts until we had it down to four. A little further analysis might have shown that those annoying little timber sale interviews could be disposed of in one calendared afternoon, or that the diaries might be typed more economically by the four dollar stenographer than by the six dollar ranger.

- - -

George M. Gowen

Weaverville, Calif

5. The job analysis of the rangers job is going to help me in my job as manager in the following ways:

- a. It will give me a measuring stick wherewith to judge the accomplishment of the ranger.
- b. It will aid me in correlating my work with that of the ranger so that there will be the least amount of duplication of travel or waste of time.
- c. It will allow me to get more work done in the same time by the Forest force. It will be productive of results if
- d. It will give me a clearer understanding of each individual's job as a whole. Without the analysis and plan I would not have the detailed knowledge of just what he had to do.
- e. It will keep me from expecting too much.
- f. It will give me an idea of practices which should be remedied in order to secure the best use of time.

11 The Supervisor's job analysis and plan which I am fortunate to be working under is going to help me in many ways.

- a. I got a complete picture of the Supervisor's job in all of its ramifications. It gave me in a short time the idea it would have taken me years probably to acquire by observation.
- b. I realize that without the guidance of the analysis and the resulting plan that I would probably give more time than I should to much of my work. There would be no measure to tell me how much time should be devoted to certain lines. My work would not be balanced as regards various activities and as between development projects and recurrent work, I am able to see where I am wasting time and work to keep from wasting it. It prevents the activity having special interest and for which one has a bent from being followed to the exclusion or neglect of others. It keeps one "pepped up". It lets him see his way out when he thinks he is so far behind he will never catch up again.



c. I am able to see where to step back into line after an interruption by fire, visitor, meetings, etc.

d. I know exactly what is expected of me as a supervisor and this furnishes the incentive to better some requirement if I possibly can without sacrifice of the remainder.

e. At the time of the analysis I received the benefit of suggestions of inspectors who had seen various methods tried out and saw everything to be done tied to the definite job of improving the administration of the Forest and having everything up to standard.

f. It allowed getting rid of some time-consuming useless jobs which were obsolete but which had become a fixture thru custom and former practice rather than thru usefulness of the record or procedure.

- - -

Frank J. Jefferson

Libby, Montana

One valuable use to which we can put job analysis is as a guide in revamping our thought regarding the proper placing of jobs. That is, deciding anew as to whether certain jobs are ranger jobs, staff jobs, or what; also deciding whether certain jobs are worth the cost of doing.

We are an organization whipped by changeable winds; new views arise; new activities come to the front, some worthy of retention, others of value only as justifiable experiments. Analysis provides a check and a brake upon these activities. Without it time-consuming activities of little real value might go on and on.

In general, I think that we are crowding the uses of job analysis too fast; we are too eager to make it the foundation stone of many things, for some of which the time is not yet ripe. Our action may be likened to that of placing upon a half grown child the labors and responsibilities of manhood.

If we could go more slowly, content ourselves for a time with using job analysis in developing specifications for the job of Ranger, Supervisor, etc., in arriving at a reasonably close measure of work volumes, and in determining proper seasonal distribution of work, I think that more men would appreciate the worth of job analysis; and, really, that is about as far as as we can go with it at present. Uncertainty of allotments, ups and downs of fire season curves, variations in seasons, all operate against exact measurement of the year's work, and the thought that job analysis is supposed to measure the job exactly is the chief basis for objection. If our uses of analyses could be such as to dissipate this erroneous idea, then there would be faster progress. Unfortunately some of our major uses are such as to imply acceptance of the analyses as exact measurements.

For myself, I believe that job analysis has enabled me to draft job specifications that show my men in what they need to be proficient, and that I can use in deciding in what respects men need strengthening and training; they have helped me separate the wheat from the chaff in deciding what work needs to be done on each unit; they have helped in planning seasonal distribution of certain jobs. I would prefer to develop these uses further before attempting new flights.

- - -

P. Keplinger

Denver, Colorado.

I wish about half of you could get your discussions to me a day sooner; I believe I could give you a set of discussions that would give you a better cross-section. I am not sure of this but in the rush to get the discussions out on time and still hold the length down, I cut some of the longer papers without giving them the study I should. I fear some of you will be disappointed.

But perhaps your delay was due to my being slow in getting out the first set. That delay was caused by our trying to get approval to having them printed. That approval has now been received and the next set will come to you printed. Look for it about five days after the final date for discussions to reach Denver. That seems to be the best we can promise. The discussions will be mailed to Ogden the evening of the final date. They will be printed there and mailed direct to you just as soon as possible.

Some one criticised my "suggestions for discussion". They probably deserved it, but remember this, you are not limited to my suggestions. Last spring I asked you whether or not you wanted the suggestions continued. You voted almost unanimously for them but with the understanding that you need not confine yourselves to the topics suggested. I think that is now understood by everyone.

- - -





76 Pe

# PERSONNEL MANAGEMENT

A STUDY OF

PRINCIPLES AND METHODS

BY

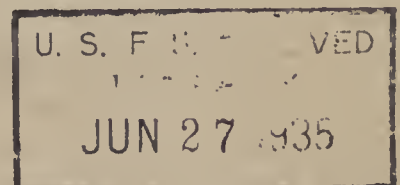
FOREST SUPERVISORS, U. S. FOREST SERVICE

THIRD LESSON



Discussions of this lesson should  
reach Denver not later than January 27, 1930

Jan. 9, 1930





## EMPLOYMENT

The objective in personnel work is to secure and maintain the best possible personnel. At first, as we have seen, the emphasis was placed on securing—hiring—since it was considered that if this was properly done the other would take care of itself. Only ten years or so ago “Employment Management” was talked of more than “Personnel Management,” since that represented the chief work of personnel officers. Employment is still important, but maintenance is now receiving a lot of attention.

However, in this lesson we want to consider employment, and since it has received so much attention in industry, the literature on the subject is almost unlimited. In our employment of temporary help we have the problems of other employers and can find so many good discussions of others’ experiences and methods that unless there is a strong demand for it we will not discuss it here. In hiring our permanent employees, however, we have some special conditions to meet. All of the principles of employment as worked out by others still apply but the method of application must meet our conditions.

The most important of these special conditions is the Civil Service Law. It provides that men must be chosen by examination and by a special examining bureau. Our problem is to find, in cooperation with the Civil Service Commission, the form of examination that will best pick the kind of men we need. This is a problem for investigation, but so far as I know, no study of it has been made. The Civil Service Commission has a Research organization which has done wonders in developing the examination for special purposes. If you have not done so, read one of their annual reports. It will give you a new slant on examinations. But so far they have not studied our problem.

Neither have we, and while we know that in general we have gotten a high class of men, we also know that the examinations have let by a lot of mighty poor ones. Would it not be worth while to attempt to find out how some of these might be stopped?

The only test of our exams I have ever seen published was that by Chapline in a recent bulletin. He showed that for the junior range examiner examination, in general those with highest grades had made the best records. But since he included an indefinite number of research men we do not know whether or not that would still hold for administrative men.

Out of curiosity, I compared the ratings of a group of men as rangers with their ratings on the ranger examination. In order to see which part of the examination told us most, I took their subject grades as well as their final grade. The result is given below. The examination was one of the last of the old style, with written practical questions. Letters are substituted for names and in each column the men are listed in order of grades with the highest ratings first. For example, Ranger B’s grade was highest





Job No. 300

Date 1-2-30

Ordered for 2-2

No. of copies 300

No. of impressions 1200

Cost:

Labor	4	05
Overhead	1	62
Stock		92
Illustrations		
Plates		
Other	5	50
Total	12	09

New composition ☒

Port Pickups..... Standing.....

Old plates..... Overprints.....

# DISCUSSIONS LESSON THREE

## INTRODUCING

H. L. Borden

Glenwood Springs, Colorado

If I may, I wish just for a minute to go back into the past.

Larger forests and districts, new and enlarged policies, intensive management, including voluminous plans of all kinds and descriptions, some of which are produced as it were from a clear sky, all with diminished forces, has caused us to lose sight of the personal element in training, provided, of course, we ever had it in sight.

I distinctly remember when I took my first permanent job under probational appointment. For a year at least, the supervisor accompanied me on almost every trip that I took, and while he could not and did not stay with me continually, he managed to get around where I was pretty often. I didn't realize it then, but I can see now that he was attempting to educate me by giving me the results of his vast experience. To say this method did not help me would be to treat the truth lightly, but also, to say I got the most out of it would be equally as wrong. In other words, there was no definite method, no preconceived idea of handling this educational work, and the result is known as the "hit and miss" method.

I can visualize now, as the result of reading of the methods in vogue, that had there been a definite policy and method of training I would have profited thereby, and the Service as well. Instead, I drifted along picking things up here and there by observation. In fact, for the first two years of my work I was merely an assistant to the ranger. Perhaps that was as it should have been, but I think not, because I was really of little help to the supervisor.

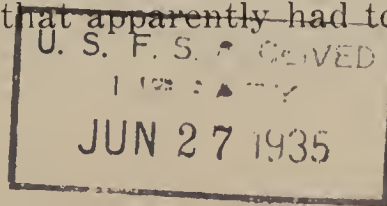
At the present time, outside of the list of things quoted in the Administrative Handbook to take up with the new man, there is still no well defined system of introducing new men on the individual forest.

The best thing that has ever happened in District Two is the training camp conducted on the Pike. Here the new man really gets some practical work along all lines to go with his previous scholastic training. This, however, is of altogether too short a duration, considering the variety of work which a man must function at.

Big industrial organizations have evidently realized the importance of introducing new men, since what I have read shows me that they are spending from one to four years educating their men after they leave school. Certainly, if it were not a paying proposition they would not be doing it.

To my mind, the ordinary supervisor and ranger is far too busy trying to execute the actual jobs showing up in the analysis of his forest and district to take the time to educate the new man as he should be educated.

Each time I have had new men, permanent or temporary, I have promised myself that I would see to it that I gave them a real course in training, for the good of the Service and likewise of the men, but each time a multitude of other jobs that apparently had to be gotten





out of the way prevented it, with the result that the new man was pretty much on his own.

I feel, therefore, that if we are to make any considerable headway along this line, we must have certain forests or districts, or both, on which to send these men, and that on these said districts and forests there must be the right type of men to place the new man under, and then, of equal or more importance, there must be provision made to give these said instructors time to do this and still know that their work is being taken care of. In other words, this training will be an extra expense which must be charged off to results which should be forthcoming by reason of the training.

---

Walt L. Dutton

John Day, Oregon

1. Without doubt new men do get wrong ideas and false impressions. That they do is not so much because of the methods used in introducing them to the job but more because of the absence of any method at all. This is plainly evident but the extent to which we should go and the manner in which the introduction could best be handled are yet hazy in the minds of most of us. Possibly out of these lessons and discussions will be developed a best method but it would seem that service-wide execution of methods so devised will not be a success until this phase of the work is elevated to the same plane of importance as our other major activities.

A few years back a forest school graduate was inducted, not introduced, into the Service and for the first two or three years was left largely to his own devices in forming impressions and gaining ideas as to what it was all about. Since his college training and his own conclusions did not square with conditions encountered on the ground he assumed that "the wheel was out of round". Finally, he was requested to explain in writing as best he could just how he felt and how he got that way. His statement is here quoted, in part, as having a direct bearing on the question under discussion:

"In college we were told that on getting out of school we were due for a pretty thoro currying down. We knew this in about the same way that a larval chemist knows there is argon in the air—by hearsay not experience. We took our forestry to heart, admired it and ourselves, turned it around, looked at it and admired it some more. We went home vacations and impressed our folks, our girl, and our friends with out extensive knowledge and in their applaus found something which futilized our sense of self-importance. A familiar process. You know how it is. When we put in a summer with the Forest Service, it was spent on a reconnaissance party, a lookout, or somewhere else where there were do disillusioning influences. What I am trying to say is that the college graduate is loaded with intensive forestry practices and has no idea of government administrative processes nor of the government need for tact and discretion in dealing with users."

"When upon graduating the college man enters the Forest Service, one of the first things he runs onto is a supervisor run to death by all manner of administrative activities which aren't forestry at all. He sees this supervisor monkeying with allotments, with roads,

with recreation, with special uses, with meetings, with attempts to get imbecile back-country stock associations to see the light, and he thinks that if this is the way the Forest Service practices forestry that what he has learned about it is of little use. He sees an enormous emphasis laid on Public Relations and Administration, but apparently little laid on the practice of Forestry so he concludes the wheel is out of round. These things stick in the incoming technical man's craw and naturally, too, I believe, because of his training. The fledgling expects too much—more in fact, than evidence shows ever has happened. It takes a man a good part of his life to learn that progress takes time and that the natural method of making progress is very wasteful.

"The whole thing, I believe, can be shortly stated by saying that the schools create illusions which the world, represented in this case by the Forest Service, proceeds forthwith to shatter. The shattering process, and I speak with feeling, is uncomfortable. One does what one can and puts up with the rest."

**Lee P. Brown**

**Medford, Oregon**

1. As has previously been stated, first impressions are lasting, therefore introduction into the Service is of vital importance. I have analyzed my own entry into the Service and put it in critical review, not with the idea of criticising my superiors, but because I know more about my entry and reactions.

I had a professor at college who had worked under E. A. Sherman and who at times used actions of Mr. Sherman's to illustrate personnel and forest problems. These illustrations and the professor's regard for Mr. Sherman's ability caused me to receive with delight a telegram signed "Sherman" offering me a job after the war while I was in private employ in the south. Because the telegram was so worded that I misunderstood it and supposed that I was going to be employed in some capacity under "Lands" where I would be under Mr. Sherman's direct supervision, I accepted the appointment. A second telegram informed me to report to the "Leadville" Supervisor for work. When I got there the Supervisor was out and for about ten days I endeavored to find out what I was to do and busied myself studying all of the maps, files, etc., the clerk would let me look at. Imagine my surprise when I found that I was to have little to do with lands and that I would probably never see or hear from Sherman again. It was simply a case of not knowing the Service method of hiring men. There was also a misunderstanding as to my pay. The telegram stated the base pay and mentioned a bonus which I thought was extra. The result was that I quit a job at \$1800 to take one at \$1220.

As soon as the Supervisor, Bob Clark, came in I found a much harassed man who was short handed, but he did take time enough to sell me a few things: First, loyalty to the Service; second, pride in caring for Government property including everything from a wrench to a forest; third, enthusiasm and faith in scientific forestry and business management. On the other hand he had little time to supervise my work. My first job was a survey report and appraisal on timber sales and I didn't even know the tree species when I started.



I finally got the job done, but I sweat blood doing it, and for two years I never had my Supervisor on a trip with me. It was frankly a case of sink or swim, and I understood it as such. Once I caught onto a job it was easy to do the work the next time and by double teaming with the Supervisor we were able to catch up on a lot of sales, claims and recreational work. But during all that time I would greatly have appreciated the chance to be with the Supervisor in the field for a couple of weeks.

---

**O. W. Mink**

**Mackay, Idaho.**

(b) **Experiences:** While acting as assistant supervisor it fell my lot pretty much of the time to introduce the new Rangers to their jobs. I followed the same principles outlined under methods, but going more into detail and losing no opportunity in introducing him with some of the more thankless jobs, such as clearing the trail, repairing the telephone line, rolling a few rocks out of the road and clearing out the main obstructions, to see what he knew about work and how he took to it. Also, there is the cleaning up around headquarters, going through the files, most of which can be done at odd times, but with that definite purpose of creating a lasting impression that we are doers as well as executives.

While out on the ground it is important to not try to cover too much ground as one proceeds, but do a lot of different jobs progressively and sufficiently to find out wherein the man is lacking. Encourage his good faculties and respect his weaknesses by instructions and encouragement.

I once had a forest guard, when I was a ranger, who was from the east, young, fairly keen, and husky. This was during the war, and on a very intensive grazing district. He knew a horse from a cow and a sheep from a goat, and that was about the extent of his grazing knowledge. I started by teaching him how to catch, bridle, and saddle his horse. He did fairly well as a guard, and when the world war broke out he joined the army. After the war was over he reported back in the country and worked one summer and then rode from northern Nevada to Universal City and joined the movies. He starred as a Wild Western Cowboy within a few years. The obvious part of it is, the summer he was with me it was necessary to allow him to use one of my gentle horses, and ride his partly broke horse for him, and I trained him for the movies instead of the Service.

I believe that we have all had our successes and failures in training, and have succeeded in more instances than we have failed.

However, a definite plan of selection and training is needed. I believe that the men selected should be recruited by personal selection and interviews.

---

**A. McQueen**

**Elko, Nevada**

1. (a) In introducing new men we follow a method of oral instruction with personally conducted trips over a part of the job followed by memoranda of most important things discussed giving reference to work plans, manuals, etc., where further information can be found.

(b) It has been my experience that the first impressions both of the job by the new men and the one installing the employees are more often wrong than right but that the only real damaging influence is when the impression is given or received that the job offers greater future possibilities than can be carried out. Other misunderstandings will clear up with length of service.

(c) A record of the men entering the Service during the past five or ten years is needed for review of the prospective employee in such form as will convey a true picture of the possible future the job has by comparison of number of positions to which promotion can be made, rate of turn over and number with whom he must compete for promotion.

2. By giving more consideration to job training in students as applicants for employment we would have fewer disappointments. The nature of Forest Service work requires each employee carry considerable responsibility and training for this can be secured in no better way than on the job.

---

**E. D. Sandvig**

**Miles City, Montana**

I thoroughly agree with the statement "there should be a well developed plan whereby the employee will get a correct, vivid, and interesting picture of the organization, with its objectives and policies". This plan of introduction should be sure and include the major phases of the work of the organization. It should not be restricted to just "fire" or just "grazing" or just "timber sales work". It should aim to build an unstinted interest in all the phases of the work from making a "thumb and finger" analysis of the soil to showing slides before school children.

A new employee, if normal, is thirsting for knowledge of conditions in the organization for which he works. He wants to know what the probabilities of advancement are, what are good practices and what are bad along with a good many other things relative to the conditions of his employment. Some space is given to these subjects in the Manual, but the written word in its "cold" form is not particularly effective to the new beginner. Its in the same category as trying to introduce a Cape Cod fisherman to grazing work thru giving him a written examination on the grazing section of the Manual.

---

**H. B. Rankin**

**Medford, Oregon.**

In introducing new men into the Forest Service I would much prefer to have had the man and student who has had short term work and experience during the field season of his school period and I also find it best if he can refer to at least one season spent with a road or trail crew of some size because if the student or any beginner can show staying qualities on this kind of a job and come out at the end of the season with praise from the foreman and men he has worked with, he has passed his hardest judges, and is surely on the road to success as an administrative officer. He is going to have the word passed on that he is all right. If he has a college education and still remains a student with his feet on the earth he is going to make good. The student that goes through the season at heavy work with road



and trail crews is brought to a realization of what a day's labor is. It also brings home to him the necessity of using his education that he may not be required to do heavy manual labor all the time. In most college men it gives them a better understanding of a large population, as forest officers they would have to work with. It further develops the young man physically and gives him confidence in his ability that nothing else seems to.

The employment of students is the right idea, so far as we can get students that can qualify for forestry work. I do not believe in hiring students just because they happen to be college graduates. Too many times students get through college without getting anything other than a diploma and to make a Forest Officer of them would require years of hard work that in the end would be a dismal failure. It would be better to have the high school boy who realizes he has his education to get and studies for it.

I believe students who have come to the Forest for work and have been tried before they have finished school should have preference. The weeding process should come whenever possible and should take place before graduation. It costs too much to teach beginners and by this method only can we reduce the failures. At best, due to living conditions, we are going to lose a great number after they are trained. Even in the short term force on the Crater Forest we are losing men who have worked for years in the Service because of training received. The California Oregon Power Company is our competitor. They have taken to date all applicants who have worked more than one season. These men regret leaving, but living quarters are intolerable, or the wife would like to live in town, or because they get year long employment, are the reasons given.

De Witt Nelson

Weaverville, California

The introduction of a new man to his job and the Service is worthy of careful thought and attention.

First, I think that the Supervisor should discuss with him some of the aims, ideals and policies of the Service. The probationary period and its purposes and future possibilities in the Service should be explained. The man should be given a clear-cut understanding of what will be expected of him in both the practices of the Service and his personal conduct.

The most important step is to put the man under a District Ranger, or timber sale man, (depending on the type of work) who can and will teach him. This trainer should be a man who upholds the standards and policies of the Service. Upon him rests the responsibility of moulding the foundation of the new man's future and success within the Service.

As soon as possible the trainee should be given as much responsibility as he can carry. Only by giving him responsibility can we determine his ability. However, extreme care must be exercised in not turning the man loose on something of which he knows nothing. He should be given a thorough grounding in fundamentals, and then allowed to try his own wings, but all the time under careful supervision.

During the probationary period we owe the individual all of the intensive training that we can give him in every possible line of ac-

tivity. If he gets by this period without the proper training he is not fitted for advanced responsibility.

Each fall District 5 has a six weeks training camp for all new men and a certain number of the old men. Here they are given instruction in every activity from the District Office heads of the respective activities. This gives the trainees a much more thorough knowledge and broader viewpoint of the Service than would be possible over a long period of ordinary experience. At the same time opportunity is afforded to judge the new men on a comparative basis.

With a brand new man it will undoubtedly be necessary to sacrifice some present utility until he gets oriented and familiar with practices and conditions. If this is properly done and we have the right caliber man we will soon be well repaid for the time spent in training. In the present administrative plans time is allowed for this necessary training.

We should give the man plenty of opportunity to display his initiative and prove his ability to handle responsibility. If given the opportunity and he doesn't make good, that in itself is ample proof that he is not fitted for the Service.

**F .W. Furst**

**Baker, Oregon**

1. We are informed that many of the professional and industrial schools are now analyzing jobs as a basis for their curricula. With the Forest Schools falling in line with this plan it will mean that the students who desire to prepare themselves for State or Federal Forest Service work will have a more clearly defined idea of what the objectives of the jobs may be than did the men in the past who gave consideration to Forestry as a life work. To be sure a large percentage of the men who have received permanent appointment in the Forest Service had from one to three years experience on Forests as temporary employes before they took the Civil service examination. I wonder how many of them in their capacity as lookouts, firemen or field assistants acquire a true and complete picture of the job that the ranger was supposed to fill. I know of two short-term men who indicated they were going to take the Ranger's examination and try to procure a District Ranger's job because the Ranger's work seemed to consist of riding around over his district and telling others what to do in the summer and taking it easy in the winter.

With the schools revising their courses to fit the jobs; the successful candidate for a job will enter into the organization with an open mind. He will not expect to be placed into a position of responsibility at the outset; neither will he be imbued with the notion that he is getting a soft berth.

**R. G. Schreck**

**East Tawas, Michigan**

During the past few years I have had four college students for rangers. All have been good men. We cannot say that a man that is not equipped to handle a ranger district is not a good man. I cannot say, however; that all are good rangers, and the fault is not with these men. It must be traced most emphatically back to their early



training; the Forest Schools and our policy of handling such men after they enter the Service. We all know that to improve on the morale of any service and demand the respect of the public in general that we must have educated men. We have gone about this matter rather hurriedly. Suddenly we find ourselves literally throwing young college-trained foresters into the ranger's position with apparently little thought of the injustice that we are doing to these young men, the Forest Service as a whole, and the responsibility thrown upon the shoulders of the supervisors, especially on those Forests where the fire risk is high and the proper handling of the fire question hinges mainly on the Forest Ranger. The scope of the ranger job is such that it is perfectly ridiculous to expect a young college student to manage effectively within the first two or three years after he leaves college. Invariably the first year the untrained man becomes disgusted, loses interest and his chances of advancement in any line of forestry work are jeopardized because his superiors feel that he is not handling the job in the proper way. I have always felt that this is a great mistake and one that can be remedied by proper application of more practical knowledge in the forest schools and at least a two-year training for the young college students under good practical efficient rangers before he is given the privilege of taking over a ranger district. Different college men display entirely different makeups and attitude when they assume the rangers responsibilities. Of the number of students that I have known that have entered the Service through the ranger position, only one has expressed himself as feeling that he was honored by having the opportunity of taking over the responsibilities of a forest ranger. He had the correct view point, and he took hold of his job accordingly. He handled all lines of work in a very able manner, and would without doubt have made an excellent addition to the Forest Service. However, he remained but a short time and went to a better job in outside work.

I know this matter can be discussed at great length and would result in little advantage in our present system, but I am wondering if we are not going about the matter of training the young college students in entirely the wrong manner. Should they not be placed on Forests where they will be closely supervised and trained by older men who know every angle of the ranger's job and know how to impart it to the young man without breaking his spirit or discouraging him? I am sure this would lead to a much better ranger force than we have at present. We should by all means encourage the college man but be fair with him, his education and give him the opportunity he deserves.

## TRAINING

S. A. Nash-Boulden

Santa Barbara, California

From the discussions, together with my own experience, it seems one of our major problems in personnel matters is first selecting and training men who appear to have a real interest, together with the necessary qualifications for the job.

I am wondering if we would not make greater progress if we de-

veloped a few suitable training grounds. This was suggested several years ago but not tried. Suppose we selected a few Forests throughout the United States that now have or could be provided with men having a thorough practical knowledge of the personnel needs and requirements of the Service and the qualification to recognize good material in the rough and the ability to develop such material into a finished product.

I would suggest that this training and development be handled in two or three steps. First, select students having or appearing to have the requisite education and stamina, eliminating from the start the obviously unfit. Group these men on these training grounds and put them through a course of sprouts that would give the instructors a good insight into the trainee's qualifications; at the end of one year decide which of these men should be permitted to take the examination and tell the balance frankly that they are not suited to administrative work.

The second season take the eligibles that have previously shown up good and send them to another training Forest where they would be further coached under good leadership and enlightened as to the problems of administrative work, giving them plenty of actual manual labor to test their fitness and reaction. This period should be the final probationary period, and only the ones demonstrating their ability and aptitude for the job should be allowed to get by.

From this group the Forest vacancies should be filled, giving due consideration to placing these men in the environment which they are temperamentally fitted for.

These trainees may not be able to keep up the current work of the Forest, as is expected of our present probationary men, but I believe this phase of the problem should not enter into it.

If by some such scheme we can get the right type of men, the decrease in turnover would more than pay for the training, and our troubles of weeding out or dragging along with the mediocre would largely be over.

I feel sure that if through such a scheme, or any other that would give results, we can secure the right men for our work, many other problems now discussed would fade away.

The above scheme is not perfect but no doubt some Supervisor can perfect it and I hope as James E. Scott of New Hampshire says, that we will be able to translate talk into action. If this one problem were solved during this course and nothing else we would be several jumps ahead of our present method and perhaps our 25 per cent rates of good men will step up to about 75 per cent.

**Sam R. Broadbent**

**Bristol, Tenn.**

If the Service wants good men, and better men, it must pay the price in training and weeding out. The Civil Service examination is a step in the weeding out and has been satisfactory to a certain extent. It is in reality the first entrance portal if the candidate has not had any previous contact with the Service. After this the approach to the second portal is varied. Some districts have instituted definite methods of training for the candidate; other districts have



not, but to me this matter of initiation, let us call it, is a Service responsibility. If many industrial organizations have established a central training school and have found it pays in the long run, why cannot we do likewise? It will cost a few dollars but there will probably be a larger return in public service.

In the past few years I have had an opportunity to associate with men who had passed through the training stage in the Henry L. Doherty organization, the International Paper Company and the A. T. & T. Co. Each one of these individuals has a definite idea of what they had to do, what the company was established for, and so on. They had loyalty to the ideals of the Company, even though said ideals were perhaps warped. There are undoubtedly a great many members in the Forest Service who do not exactly know what is wanted of them, and if so, why.

The lesson states that one student out of five, entering the Forest Service, is a good man, and it seems to me steps should be taken to eliminate the four or part of them, before they even get on a Forest. This can be done at a Central training station, and such a place with broad standards can meet the needs. You can teach at such a place, for example, the fundamentals of Fire Control. These apply everywhere, and the fact that the Unaka uses the Council tool effectively in suppression, and on another forest another make of tool is used is immaterial, if the student is taught to recognize the conditions. Such a training station eliminates to a minimum the Supervisor's making an exception. Experience has undoubtedly brought out that certain men in the Service are better at training new men than others, so why not use such men to full advantage at the school. These men can not teach us all.

In conclusion it is admitted that industry has its training schools, the Navy has its training station, the Army its training schools, but the Forest Service whose work is rather definitely cut out has a hodge podge of training in place, by personal contact, by study courses and by training camps. I wonder if the Service does not spend more money proportionately, all things being equal, training a fire guard or lookout than it does its regular employees, and we are still shouting more training for temporary fire guards.

---

J. F. Brooks

Missoula, Montana

1. There is a tendency on the part of some employing forest officers to turn a new man loose with a "God Bless You", and let him sink or swim. Last winter I saw a letter from a newly appointed ranger to a friend in which he said, in effect, that he had been instructed on how to find the district headquarters by the supervisor. A few days later the supervisor spent a day with him and then he saw nothing of him or the assistant supervisor for several months. Possibly the district was not an important one, but surely the new man rated some attention, even if his job was unimportant, unless it was planned to keep him there for the rest of his Service career. This, fortunately, is not the usual procedure, but does indicate a lack of uniformity in our methods of dealing with new men.

District One has been conducting a training school for new rang-

ers for one month each spring, and I have had several, who have attended, tell me that this month was of great immediate and future value to them. This, however, is only the first step and in introducing a man to a job the size of a ranger's, it seems to me that one must realize that it is not a matter of a few days, but of several months, in fact, it is usually a year or more before all phases of the job have been encountered and during this time, he may be carefully let alone to see how he handles himself or may be given considerable assistance while he gets his bearings. If, at the end of the first year, under the first method, he has "made good", he probably will continue to deliver, but if he does not come through in good shape, is he necessarily a failure? If carried along the first year and given a lot of attention, he may not have demonstrated his ability to handle his job independently, but is well prepared to start the next year on his own. In the meantime, it is necessary to report on his progress during the probation period and the supervisor does not really know how he is going to perform when placed entirely on his own responsibility. This suggests the question, is the probation period long enough when it covers only the period needed for the appointee to become oriented. Also, as mentioned by P. K., a district may run on its own momentum for a year, after being left by a good ranger. I believe that the first year should be considered as training and the second as the trial period. If the man did not respond at all and progress during his first year, it would, of course, be proper to remove him as soon as it became apparent that he was hopeless. With the longer probationary period, the reporting officer would not be forced to decide whether or not, absolute appointment should be made before he was real sure, and I believe there are a great many cases where he is uncertain and rather than do the probationer an injustice, reports favorably.

During the first year he is getting his training through carefully guided experience and just to make a concrete suggestion, I would say that the average new ranger, taking over a district, should have the entire attention of the supervisor or his assistant for a total of from four to six weeks in the field. Service ideals and policies, Forest standards and objectives, and problems of the individual district should be gone into. Many of the things one tells a new man are to be found in instructions, but with the mass of circulars, manuals and guides we have, it is not reasonable to expect a new ranger to dig out unassisted all he needs from these sources, during the first year. I think that on some forests a new man receives this amount of training and supervision the first year, but that on others, it simply could not be done without cutting in on some other activity. From my own very limited experience, I believe, however, that time would be saved, in the long run, to spend a lot of time with each new man rather than to let him operate on the trial and error method, because there are usually too many time consuming errors made. The National Forest manual goes to some length to tell what should be done in training new r en and the difficulty seems to be in finding the time to do all that it suggests.

---



1. We are not training our men properly. We obtain a man who has passed the ranger examination and he is appointed assistant ranger on a top district, where he is needed to accomplish the work. On account of pressure of work, the ranger assigns him jobs of which he already has a working knowledge. Often this is protective assistant, improvement and sometimes simply a fire-guard job. As a result, at the end of the probational period he has not obtained training in all lines of work. During the fall, after he has had about 3 months in the field, he is given an intensive 6 weeks of cramming on all lines of work at the ranger school. On this Forest, we then assign him for the winter, to the supervisor's office where he learns office routine. In the spring he goes to the district, where he works on telephone line construction or maintenance, or other improvement work until the end of his probational period, without much thought of training or follow-up of the intensive course he took in the fall. At the end of his probational period, if he is a man of energy and good personality, he is recommended for permanent employment and assigned to some district as district ranger, supposedly properly trained. He is now put on his own, to work out his own salvation. His job specifications he must get from standard requirements and instructions in the manuals, and use the ranger district work plan as his guide. There is no one on the Forest who has the time to stay with this new man and show him how to do the varied and numerous jobs according to standard requirements.

As a result, after a number of years, possibly with many costly mistakes, these men often have trained themselves to become first-class rangers. They would have accomplished more in a given time had they been given sufficient training and assistance.

What we need is more assistant rangers, some of them as permanent assistant rangers for top districts to help the district ranger on overburdened districts. The training position should not be on a heavy-worked district but on a district having all round work, and under a ranger who has the time, understands training, and will show the trainee actually how to do the jobs. He should accompany the ranger on his field trips and then learn the office end of the job. We feel that with this kind of training for a full year or the probational period, he is then ready for the intensive course given at the 6-weeks ranger school; and he will know what it is all about, and be capable of absorbing the major part of the instructions. We feel that the probational period should be 18 months, or to include two field seasons instead of the present year where only one season is allowed to train the man and see the results of his accomplishments as well as size up his personality.

As a result of our present method in this district there are no trained men to take district ranger vacancies. With more assistant rangers being trained systematically we should have trained men to fill vacancies. This should be followed up by close supervision, and training during the first year the new district ranger is on the district. We are doing the best we can with the number of men we have but to properly train rangers the way we believe they should be trained or by the methods practiced by some of the leading private

concerns, we must have the additional personnel for the strictly training positions.

J. E. Ryan and A. N. Cochrell

Newport, Washington

1. When a man passes the Civil Service examination and is assigned to a Forest he is used in various capacities until some vacancy develops, and although he may have little or no idea what it is all about he finds himself in charge of a ranger district. The chief difficulty is in providing the right kind of experience to the new man in advance of permanent assignments. Any experience he is able to acquire is helpful, but it seems that experience along administrative lines gets scant attention. The kind of experience the new man gets is controlled by the particular activity where help is required. If we need a scaler the new man is promptly assigned to the job, and in most instances the urge comes from pressure of accomplishing certain jobs with little thought given to whether or not the best kind of training is being given to the recruit, considering the probability that he may be called to fill the first district ranger vacancy.

Some scheme is needed that will provide a method for introducing the new man to a more systematic training. Most of our new men are introduced to the middle of the job without the opportunity to acquire a working knowledge of policies and other factors, which should be absorbed before one attempts to do the job. In other words, new men are told to do a certain thing in a certain way, and some time later, if they survive, they learn the whys and wherefores of the particular job.

Training new men on ranger districts under a competent man is considered one of the most desirable methods for introducing new men to the job. It may not be possible to complete this course of training on one district, due to the lack of a district wherein all activities are represented. The period of training should be not less than two years, and the district analysis should recognize the fact that the extra man is assigned strictly from the standpoint of training and not from the indicated requirements of manpower for accomplishing the regular work.

## PROBATION

Miller, E. G.

Flagstaff, Arizona

1. If we accept or retain a man on any other basis than his ability to do the job we are not fair to the Service. However, there is something radically wrong with any scheme that admits so many men who do not meet the requirements. The men that we would like to have as rangers are not taking the examination. Why? For several reasons, one of which is uncertainty as to promotion and another is unsatisfactory living conditions. Can the Supervisor remedy conditions? In many respects he can not. For example, he may wish to drill a well and install a bath and sanitary system at the Bly Ranger Station but can not start to accomplish the work for \$500.00. Whose move next?

Of the men who appear for examination possibly not 25% are



men that we want but how are we to know? Men come from a distance to take the examination—men that the examiner has never seen and will probably never see again. How is he to know which man may have a habit or weakness that will make him unfit for the job, even though he is bright and apparently capable?

It seems to me that one of our biggest problems is to make sure that we have at least a good prospect before even giving him the examination that would lead to his being placed on the eligible list in case he "makes the grade".

The Supervisor needs a man—he may have to choose from an eligible list that presents not a single familiar face. How is he to know which man to recommend? If he makes a selection and soon discovers that he has probably gotten a man that does not entirely fill the bill what is he to do? Can he be sure that his next guess will be any better? Isn't it a lot like drawing numbers out of a hat? He knew that he needed a man. He got one that halfway fills the bill. He isn't sure that the fellow that he might select next time would even halfway meet the requirements. There is some time and money invested in selection No. 1; maybe he will show up a little better next year; the fire season is on now anyway and a man of mediocre ability who knows the district is better than a fellow that you never saw who knows nothing about the country. The fellow that halfway filled the bill stays on. Is the Supervisor at fault? No. There is just something wrong with our procedure. There should be a way of determining the major weaknesses and short comings of candidates before they are introduced to the job. In justice to the Service and in justice to the man, we should determine a man's fitness for the job before his name appears on the eligible list. We are not handling animals that may be culled out, bred up or knocked in the head—we are dealing with human beings. Wouldn't it shock you and give you a feeling of distrust in our institutions if you should be "passed" as eligible for a job in the Service and then be told in ten months after appointment that you should have signed as a blacksmith helper or as missionary to the south sea islands?

But granted that a new man has arrived to be assistant on the Murds Park District how should he be introduced? Certainly not by being detailed to be the family wood chopper and water boy. The ranger should endeavor to give him a view of the district as a whole, an insight into the major activities before turning some job over to him. The ranger that introduces the new man to the job should realize that the enthusiasm that he shows in his work, the way that he meets people will make a lasting impression on the new man. He should work with the assistant and see that he gets started right rather than to turn him loose on his own hook and maybe get started wrong. Of course responsibility must be delegated to the new man early in the game or he will be inclined to rely too much on the other fellow's judgment.

---

Frank J. Jefferson

Libby, Montana

The answer to the probation question is that control is entirely in the hands of the Service. All that is required is to follow estab-

lished practices and not put green men in responsible jobs. Create a reasonable number of development jobs and appoint the probationer to these **and don't step him up until he has demonstrated his fitness for a bigger job.** Place him on probation with respect to the holding of his minor job. We have plenty of work to be done that lends itself to this purpose; we have the funds if we choose to use them so. We need to convince ourselves that a man is of little real value to us until he has learned the details of our business and has proved his ability to get work done. Make this the measuring stick. Civil Service requirements need not interfere at all unless we set them up to ourselves as an alibi or a bugaboo.

Student empolymment as such is desirable, but I think that it should be understood by the students that this employment is intended to give him an opportunity to satisfy himself that he wants a life in the woods, and to qualify him for probational appointment to a minor job, not to qualify him for a job of considerable importance. It is impossible for a person, unless born and raised in a woods environment to acquire in three short seasons the background and knowledge of how to do woods things that are necessary to the handling of our work. Why do business concerns run men from two to six years before stepping them up? Because they need to know the business before they can be trusted to handle it. We are no exception. Let us then adopt a constructive apprenticeship policy and put an end to the probational bugaboo. And with this let us give to the Supervisor sufficient assistance so that more of his time can be freed for personnel follow up and training. Most of us are too far away from our men.

---

W. G. Weigle

Seattle, Washington

3. The fact that a man has passed the Civil Service examination with a fairly good mark does not give very much information as to whether the man will measure up to the requirements of the Service. The probation period must tell whether or not the man has the qualities demanded.

The probation period, as it now stands, does not appear to work out satisfactorily for the Forest Service organization. In order to learn sufficient about the work of many of the new employees and to give an intelligent rating, the probation period should be changed from one year to a period of from one to three years. Quite frequently the assignment and general activities of the new employee give you plenty of evidence in a few months to make an intelligent measurement as to whether the man should, or should not, be permanently employed, but in other cases their assignment, their general make-up, your inability to come in contact with their work, etc., all go together to make it impossible to give an intelligent rating at the end of the year. The Supervisor, or the man who must pass on the employee, is called upon to say, "yes" or "no"—you cannot say, "Wait another year, I do not know." Therefore, rather than turn the employee down, as your first impulse suggests, you realize the incompleteness of your information, and rather than take the chance of doing the probationist a great injustice, by being wrong in your



estimate of his fitness, you pass him—and this situation accounts for the fact that so many improperly qualified men receive permanent appointments.

To give the probationist an all-round test requires, as a rule, more than one year, for the reason that if the case be in connection with a National Forest, the Supervisor, in many cases, would not see the employee more than a few times during the year. The District Ranger might not see him frequently, and the assignment of the man may involve work that would not reveal much about him. The make-up of the man might be such that he would be difficult to understand. It should not be necessary to sacrifice their utility. The man should be required to demonstrate that he measures up to the required standard to receive a permanent appointment. The remedy appears to be that the probation period for employees on the National Forests should be changed so that the Supervisor would be permitted to pass finally on the employee at the end of one year, or later, not to exceed three years.

---

C. B. Mack

Salida, Colorado

3. In order to give a student an all-around test it naturally follows that he be assigned to a fairly well-balanced district, that is, one on which the majority of Forest activities are present. A student, for instance, may make an excellent showing on a grazing district, but fall below the average on a district where the timber-sale business predominates. Any one man must be helped by the Supervisor if he is to develop rapidly, and get a clear idea of the principles and policy, and moreover, his work must be inspected or the personnel officer will have but little upon which to base his recommendation for or against continued service. Assistance can sometimes be given a new man by the Supervisor, or a member of his staff, in order that the current work may be kept up, and with a training school experience such as District 2 has provided for several years, the student is actually qualified to go ahead with a great deal of our work on his own initiative if he is at all apt.

We, of course, should give a new man all the help possible, but in the final analysis, he should be required to demonstrate that he is good, since after the probational period has passed it is required that we prove he is not, which is rather difficult in some instances. It is my opinion that the student is on trial and not the Supervisor, even though the latter has rather definite responsibilities in attempting to develop the man.

The same qualitative standards should be set for the new man as are set for the older employees, since to deviate may be fatal to the new man at a later date. The quantitative standard might be reduced by not to exceed 10% or 15%

---

A. C. Shaw

Pensacola, Florida

Speaking from a personal viewpoint, I have had more success in hiring likely men as temporary employees, training them on the job by shifting them from lookout tower to timber sale to road camp to reconnaissance and back and forth between Ranger Districts, than I

have had with any other means or methods. The temporary employee does not feel that the Service owes him a job. One can hire Ranger School graduates at \$75.00 or so a month at the start and make them pay their way during their training period. It will not hurt to give the best men substantial promotions while in training. A set plan of training may not always be feasible, but through taking advantage of opportunities and devoting considerable time to the job, the Supervisor can give such employees very thorough training. We are not committed to giving them a six months trial, and if they appear to be wholly unsuited for Service work they can be separated from the Service in a kindly fashion with no hard feelings, as contrasted with the character destroying Civil Service stench we have to raise every time we fire a probationer for inefficiency. Temporary men expect but little, come to us with the idea that they must work in order to make good, have no superiority complex because of their good fortune in obtaining a better education than their Ranger boss, and cause little or no organization troubles while they are with us. Out of six men tried out in this fashion, one lasted a week, a second lasted six months, three made good Rangers and one is now in training. I feel that I have no money tied up in any of them.

**Lester Moncrief**

**Pendleton, Oregon**

3. As far as I know, systematic study of men during their probation periods has not been practiced generally. One supervisor's report, consequently, may be too lenient, another's too severe, the trend usually being on the lenient order.

The probationary period should not be simply the first year of a man's employment but should be consciously recognized as a try-out period before regular employment actually begins. The work done by the probationer should carefully be fitted into planned tests. That will and should cost something. It will cost in supervisory time. It will cost in decreased volume of work done by the new man. The loss of some low grade production for a short time is inconsequential when we consider that the objective is to get the proper man to fill a responsible position for a considerable term of years. My point is that it is wrong to start with an assumption of fullest production during the probation period and work backwards to fit in the test if there is room. What we want first of all is information, and we should be willing to make whatever changes are necessary in the ordinary plan of work to give the additional inspection or other controlled conditions required for obtaining that information.

Adequate probation tests could not in my judgment be completely standardized. Service experience could be crystallized in a skeleton outline of such tests. This would show that a certain assignment under certain conditions should reveal the presence or absence of certain qualities. Another combination would show something else. The application and to some extent the form of the tests should be left to the supervisor concerned.

The individual probationers are the most differentiated human material we deal with. They stand on no common ground of viewpoint or experience as do permanent appointees.

The period of probation should be flexible, or if that is impossible,



it should be extended beyond a year. In a short period it is easy enough to appraise such qualities in a man as energy, industry, integrity, cooperativeness. But how will he carry authority? Will his enthusiasm diminish as the new becomes routine? How will he live in his community? What sort of judgment will he show when he handles an emergency situation alone and unobserved? It may not sound so hard, but probably few taking this course have not been fooled for lack of time.

No matter what the form of test or what the period of probation, it is essential that the probationer be systematically observed. We are wronging both the Service and the man to let him drift through a year's work and then attempt to size up concrete accomplishments. The elements involved are not concrete.

---

A. H. Abbott

Bozeman, Montana

There are districts, supposedly having sufficient work to need two yearlong men, where probationers have been assigned to work, pending a district vacancy. The training schools the Service has had the past few years are furnishing valuable assistance. Such assignments are in line with the training periods that large companies have for new employees, and are equivalent to apprenticeship, internship, or student training. This short sacrifice of present utility is desirable since more effective returns are received than if the man is assigned to work without previous training, and a better comparative test is obtained. The bringing home the probation idea is essential. The idea is common among prospective employees that an appointment is permanent, and the possibility of not making good is not emphasized enough. Under the present Civil Service rules as applied we have to prove the employee is not good. This principle is sound, bearing in mind that "omission" is just as bad as "commission". If we are going to set high requirement standards and apply these standards equitably, well and good, but make sure the men judged are given the same opportunities and that they have a chance to know what the measuring stick is that is used. Is there any more liability of the Supervisors making exceptions than other officers? So long as we have the personal equation to deal with we must expect exceptions, and it would be practically impossible to prevent them being made.

---

Howard Hopkins

Cass Lake, Minn.

3. We can give probationers a good all-around test and at the same time get the current work done by the following plan: first, plan in advance three or four main jobs which the probationers will be given and let him spend his time on these. This will allow him 3-4 months on each job and should ensure that he be able to accomplish considerable satisfactory work in each job before being moved; secondly, have the Supervisor or at least the assistant supervisor work with him a day or so at the start of at least two of these jobs and properly instruct him, then let the same man work one or two days with him at the end of that same job to see how he has progressed, mastered the instructions, quantity and quality of work and reac-

tion to, or interest in his work. If the Supervisor is not by this means sure as to whether the man will make good or not let him repeat the experiment on one or both of the remaining jobs. If by then the Supervisor is undecided I certainly would let the man go—or get a new Supervisor.

We must sacrifice a certain percent of present utility in order to give them a fair test—the investment at stake and the future value in securing a correct answer to the test fully warrants such a sacrifice.

A man in the probationary period should most certainly be required to demonstrate he is good—with the one provision that he be assigned to work where there is an adequate chance for the average man to give such a demonstration.

We should set high standards. Just how relentlessly we should maintain them depends somewhat on how high the standard is set, but by and large a suitable high standard should be set and maintained relentlessly.

Prevent Supervisors from making exceptions by making them fully responsible for the results of such exceptions, i. e., if the Supervisor makes an exception and recommends the appointment of a man who later proves unsatisfactory, let the Supervisor bear the result of failure on a most important part of his job—judging men.

Llew J. Putsch

Prescott, Arizona

In the First Lesson discussions it was brought out by someone that a two-year probationary period would be better than one, as at present, within which to pass on an employee's fitness for retention in the Service. At first I agreed thru memory of a case of an assistant ranger who transferred from another district. An inspection of his work was in progress when a telephone call stated that a final probationary report was due at once. He had shown improvement over a previous inspection and his retention in the Service was recommended. It was a mistake! But not due to the shortness of the probationary period. True, another few months showed him substandard but he was that at the time of the report and it was more due to the lack of training of the inspector in personnel matters than to any other cause. The point I wish to make is: it is a serious matter to take into our permanent organization a man who will not fill or possibly overflow his job and within one year there should be sufficient time **planned** in which to study the probationer and, out of justice to him as well as to the Service, to terminate his appointment if not **entirely** satisfactory.

---

George C. Larson

Provo, Utah

3. The probationary period is of value in weeding out men who are decidedly below requirements, but does not function so well in the case of the man who is on the ragged edge, between success and failure. Most supervisors give the probationer the benefit of the doubt, even though it may be necessary to take drastic action later. The proof should be placed on the probationer that he is able to make good, rather than on his superior officer that he is not making good. A



ranger's job is more attractive at present than it has been and enough applicants wish to be given the chance to make good, so it is not necessary to carry on men of whom there is a genuine doubt.

It is not possible to set uniform standards for all districts, nor is it possible to prevent supervisors from making exceptions to having new men live strictly up to those standards. Unconsciously supervisors will make a difference in the way they view and report the accomplishments of the men under them.

---

**J. N. Templer**

**Butte, Montana**

(1) It seems to the writer that the following factors help to nullify the desired results of probationary periods:

1. Incorrect placement in the first instance.
2. Inability of immediate superior to instill Forest Service ideals.
3. Lack of opportunity to train the probationer.
4. Hesitancy or timidity of Supervisor in recommending dismissal.
5. Too little opportunity to determine whether or not the probationer is gifted with that most necessary talent—horse sense.
6. Failure to impress upon the probationer when he first is introduced to the job that he is a public servant whose official work and personal conduct is governed by and subject to certain rules and policies laid down by Federal legislation and the higher administrative superiors, and also by the community in which he is stationed.
7. Lack of a clean-cut description of the job itself, and the responsibilities that go with it.

Of the above list, I believe that the two last items are of the highest importance since if the probationer realizes at the start that he has agreed to perform certain services for a certain stipend and that he is responsible not only to his immediate superior but also, in a measure, to the community in which he lives he has a much greater chance of proving his ability to handle the job.

In my own case, I have served in my present job for over three years, satisfactorily at least to my immediate superior, and have yet to read an official or authorized description of the job itself. Such condition should be remedied if the job itself is to be continued.

In placing the probationer too little thought seems to have been given heretofore to whether or not the District Ranger or Chief of Party under whom the probationer is to work is an efficient member of "our employment department". Like the U. S. Rubber Company, our employment department is strong just so far as our rangers and chiefs of party who supervise the work of probationers are good members of our employment department.

It is becoming increasingly difficult to properly train probationers due to the urge for larger ranger districts or for smaller forces. Possibly this is as it should be, since the public apparently has a right to expect its servants to function properly as soon as salary starts.

It is my feeling that the probation period should be more flexible, it is not always possible at the end of a year to say, although a man's work is satisfactory, that he is the right type of man for the job. If at the end of a year's probation, one is pretty well assured that he could recommend the party concerned to permanent employment, the opportunity to do so would still be there. If there is any indecision, the period should be extended six months, or a year more, before definite decision may be made. As there must be some limit to the period, a two-years' apprenticeship, so to speak, should be sufficient for one to make a decision.

If it were possible always to "hand pick" our men, by having them in one's employ during the guard period, or before yearlong appointment is made, we undoubtedly would be better satisfied. This of course is not always possible, and one has to take chances with a new man, often he may be better than the "hand picked" one. We, for the most part, get better results when we hire our short term "college men" by personal contact, than when they are chosen and sent by the colleges.

I certainly am not in favor of having to prove that a man is good; the proof should be that the man, himself, will answer the test and by his individual efforts show that he is the right man for the place. I don't believe in setting high requirements and maintaining them relentlessly; if we do that it seems to me that we don't permit the man the proper opportunity to learn by experience. Some men are slower to grasp things than others, we ought to give them the chance to broaden and not do it by compulsion. Maybe the slower man will be the best in the long run. This savors too much of expecting "super-men" for our work.

## STUDENTS

Theodore Krueger

Gunnison, Colorado

2. My limited observation with our present Junior Forester Ranger with his four or more years of Forestry training is, that he has more Forestry than he needs on most of our present Ranger Districts. My idea would be to give a man one year of Forest School training, then let him work as apprentice on selected Ranger Districts for a year, let him go back to school for another year and then take the examination for Ranger. If at the end of the apprenticeship, he found that he did not like the work required of a Ranger, it would not be too late for him to take up some other line of work in college. The first year is a good deal the same in a number of courses. Again, it would give the Service a chance to know if we wanted him or not after he completes the course. Perhaps some of the colleges now giving forestry courses would not agree to this, but perhaps the training of men for the Ranger grade is more a matter for a Junior College than a Senior College.

3. Until there is a change in methods of employment, giving an opportunity to judge the man to a certain extent before he enters the work of the Forest Service, I would favor extending the probationary



period to a year and a half to two years. I also favor giving the new men an opportunity to work at a number of different jobs under different men, in different localities during the first few years of his work in the Service.

---

W. G. Durbin and John S. Everitt

Susanville, California

2. In order to be eligible to take the Civil Service examination for the ranger position, nine months' experience in the Forest Service is now required. The process of introducing the new men is thus started before they get their Civil Service rating and before many of them have even decided upon the Forest Service for a career. Without definite statistics it is impossible to say what value this early introduction will have but on the whole it should aid in the job. As the Lesson points out, we get in the permanent force only one out of four students hired during the summer so we cannot go to much expense in introducing student employees. On the other hand, we cannot afford to let the opportunity pass. Perhaps if more conscious efforts and plans were made to give the student a true picture of the organization and work we would get more and better recruits from our student employees. These men are in most cases employed on special jobs and do not get a proper insight into the work as a whole. Just how this is to be done on a reasonable financial basis and during the peak season when most of these men are employed is something we would like to see discussed.

The introduction of the new man who joins the permanent force is something on which we can well afford to spend more money. To begin with, the probationary period tends to be but one year and this seems to be too short. At least two years would seem to be a minimum. During the first year he should get the general information about the Service and the Service should get a general line on the man. This would be accomplished by a definite plan of assigning the man to various rangers capable of training the man in the various activities and also of assignments with specialists. After a season of this kind of training, he would be sent to the Ranger School, where he would learn the correlation between the various activities he had been engaged in, and where the head of the School would have a chance to size him up.

At the end of the first year the personnel officer would have the reports from the various men he had trained under and he would decide upon the man's general fitness and suitability for the job. If it was decided that the man had made good, the personnel officer would consult his reports and have a conference with the man, when the major line of work for which he was best fitted would be decided upon. If the reports showed that he was good on grazing work and he had indicated that he was interested in it, his future training would be on districts where grazing was a major activity and his ultimate assignment would be to such a district. We cannot all expect to be "jack of all trades," and as long as there is as much difference between ranger districts as there is, advantage should be taken of a man's strong points and a district's heavy activities. This system would mean the sacrificing of present utility but it should help to pre-

vent future costly mistakes. High standards should be set up and maintained and Supervisors could be prevented from making exceptions by basing their decisions on a written record of the man's work.

Charles D. Simpson

Missoula, Montana

I would agree that the mental test tells more than any of the other three, at least as far as the applicant's ultimate value is concerned. With mental keenness an eligible can in a reasonable time make up for a shortage of experience and education. However, I would not want to rely on the mental test alone. Two eligibles might receive equally high ratings in the mental test. A might have had sufficient experience to enable him to walk right off with the job while B might be unsatisfactory in a responsible ranger job until he had acquired, through practice or training, an equivalent experience. Mental ability, education, and experience each is essential. The first is to some extent at least inherent, the other two can be acquired but should preferably be acquired before being placed on an important job.

On this Forest we make a regular practice of breaking in one new student on each ranger district each season. In 1929 new and returned students totaled 17. Each year we have a small percentage of partial failures and occasionally a total failure, but including those who come back the second and third years, the average value of our students, I am sure, is equal to that of the rest of the summer organization. This would not be true everywhere. The recruiting of more than 150 men for about a three-month job in a thinly populated territory where a good percentage of the men must be secured from a floater class is not an easy task. A student who comes recommended by his school faculty, especially if from a western or middle western state, should not be considered as a liability. One ranger, an old timer, and not a forest school man, in discussing a new student he had had, remarked that if all the students were like him he would take a full crew of students. With guard training and a period on improvement, maintenance and construction, a student shows pretty well whether he will be a success on a protection job. The second season he makes a first rate protection man and in a number of cases we have found third-year students to be among our most successful ranger alternates. It is better to test out even four inexperienced students for summer seasons at \$75 per month than one inexperienced Junior Forester for a year at \$2000 per annum.

J. R. Bruckart

Vancouver, Washington

2. We should have a definite policy for the employment of students during their vacation while not attending school. First year students and others without woods experience should, during their first season, be assigned to work with improvement crews. If they are the right kind of material they will make good on the end of a mattock and will become fairly proficient in the use of the tools, that every woodsman has to use, in a few months. After a year or two on improvement crews they should be then assigned to protective positions. To broaden the men's experience, they should, if at all pos-



sible, be assigned to a different job each year. First year as laborer on improvement crew, second year as lookout, third year fireman or patrolman and fourth year as protective assistant.

It is realized that it is difficult to always give these men the broad training they should have, but I believe that if a correct policy is adopted and plans made in advance that our present methods of training can be greatly improved. If it can possibly be avoided, no inexperienced men should ever be employed on the protective force. Improvement crews should be the proving ground for all short term men.

The Supervisor should feel a personal responsibility and take an active interest in the training and development of forest school students. There is a lot of satisfaction in guiding men through their first few years work in the Service and watch them develop and make a success in the profession.

**Clinton G. Smith**

**Athens, Tennessee**

2. I am very glad that this phase of our employment problem has been discussed. We are taking the employment of students very seriously on this Forest and recommend to the District Forester that each student who is selected should be furnished with an outline by the Forest School which he can use as a basis for study during his spare time. For instance, if the student was given a road job who came to us from the Gulf coast, he would have an opportunity to study the local flora. Even on pick and shovel jobs the Forest school should give him an outline to enable him to gather correct costs of reconnaissance and location of surveys for roads, brushing out, grading and machinery work, the cost of hauling materials and making fills, the cost of drilling holes and shooting various kinds of rock, the cost of digging for culverts and placing rock, open top, metal and concrete culverts. In other words, a pick and shovel job offers a splendid opportunity to the student to learn all there is about the job. Besides this, we make it a practice to interview the student and discuss his problems with him and assist him in every way.

3. It will involve some sacrifice to give probationers an all-around test and at the same time get the current work done. However, this is in my opinion absolutely necessary in order that we give men a test in all of the classes of work which they may be required to do. There should be no question as to whether we should maintain high standards consistently. Otherwise, it would be impossible to maintain personnel standards for the District.

**George M. Gowen**

**Weaverville, California**

While examinations do not aid us as much as we wish in selecting entrants, every system for selection of personnel has its shortcomings. A man does not show in reality what is in him until put to the actual test of doing things. Never-the-less, examinations help us to eliminate a large number of those who are not qualified for the job. If a man cannot pass the examination in the mental test of education, we do not have a place in the Service for him since we want the mentally alert and those with a good education to take hold and

solve readily the problems, and absorb the new developments that are constantly coming up. The practical questions and experience can be successfully gotten by the man who really wants to enter the Service, by study and work along forestry lines. If he fails at first in these last two items of the examinations he can then acquire the knowledge and experience to pass them on the next try.

On the other hand just because a man passes the written examination is no indication in itself that the man will make a success of Forest Service work. It does not tell us several things vital to this success, namely: (1) his ability to accomplish under actual conditions surrounding his work, (2) his attitude toward his work, (3) his ability to deal properly with people. It is left to the probationary period to give us this information.

The examination does give us an idea of the mental calibre of the man and permits him to have a trial at the job.

### **1. Introducing New Men.**

Regardless of whether an entrant is to follow the administrative or technical side of forest work, he should be provided with the same general method of preliminary training in the service. Even though he is to enter the technical line he is a much more valuable man if he understands administrative work. In the first place he can help the supervisor in the administrative matters when needed, in a much more intelligent manner. Secondly, he may not always remain in the technical line, since often there are administrative vacancies that are filled by technical men.

One of the main factors to be considered in introducing new men is to place them, if possible, under one who is qualified to give the training. Sometimes we are influenced by the need of additional man power on a district in placing new men, rather than taking into account the ability of the ranger as a teacher or trainer. We, of course, have to consider getting work done, as well as training.

There are numerous ways of introducing a new man to his job. If his entrance is during the late spring as is usually the case, he should be placed as an assistant to a capable ranger. This contact at first, and the doing of the many spring jobs which necessarily come up (grazing work, telephone maintenance, improvement crews, guard installation, possibly a fire or two, and the contact secured) will give the new man a general idea of the Service and the work. He will not attempt at first to master the details. It is a "show me" trip with the trainee as the interested spectator. Later he will be assigned to a project timber sale for two weeks, or a month, then to a grazing reconnaissance party, if such is available, a timber survey party on the same or adjoining forest, or to some of the larger fires. Between each job he returns to the ranger district to which he is assigned and helps in the work of the district and gains more knowledge of Service standards, work and ideals. Toward the end of the season, district jobs can be assigned to the man to do by himself. This develops self-reliance.

Since the Supervisor is responsible for training the new man, he must become acquainted immediately and show an active interest in the man, then and often during the season. This later may be done both by personal contact and telephone and letters commenting on



work being done by the new man.

What is needed especially is training, rather than more or less relying on absorption and haphazard training. The training program for a new man should be developed at the time of his entrance, rather than waiting merely for chance to pave the way for training in this activity or that one.

Then in the winter a general manual study course will do much to answer questions that have been forming in the trainee's mind, as well as raise others for which he will find the answer.

I believe a new man should be retained two seasons as an assistant, where this is feasible. It takes him the first year to find himself and acquire knowledge. He accomplishes something in the line of work, he helps the ranger and makes another hand in a survey party, etc. The second season he has a chance to apply some of the things he has learned and he is actually doing work which aids in getting the current work done. He is more on his own and we can judge how he deals with people and what his real ability and work habits are.

Through all of this he requires close supervision by not only the ranger, but the Supervisor, for the threefold purpose of aiding, correcting, and checking on the performance and ability of the new man.

## 2. Employment of students.

The employment of students may serve the following purposes:

1. Enable the Forest Service to get a line on promising material:
2. On the other hand it also allows the Service to determine the misfits.

3. Through reports to the Forest School from which the student comes, minor faults may be corrected by the faculty.

4. Give the student some experience that will keep up his interest in forestry as well as to raise his rating in experience when he takes the examination.

5. Give the student the chance to work for the Forest Service so that he can decide whether he wants to enter the Service. If proper supervision and contact is maintained by the local Forest force a favorable impression and some of the ideals and aims of the Service can be given to the student of the class we want in the Service.

6. Maintain contacts between the Forest Service and the Forest schools.

On forests where automotive equipment or horses are needed, it is difficult to place students in protection jobs since the investment in the equipment is prohibitive. It is much simpler where only foot travel is required.

Big machinery is replacing hand work and reducing the number required on a road crew to four or five. These men have to be machinery men, and there is no place for the student employee.

Practically the only jobs left are on trail crews. One or two students can be placed on these crews. However, this class of work fulfils very few of the purposes described above. The student cannot be judged on his showing on a trail crew as to his ability to fill an administrative job. He does not get much impression of Forest Service work since he is usually in a more or less isolated locality and employed on the one class of work.

Another difficulty to the student employed on a forest where there

is a local forest population is that this population are more or less dependent on the Forest Service for employment. These men do satisfactory work, and return year after year and therefore have been trained for several years so that dependence can be placed on them. For an example, the turnover in the short term force on the Trinity has amounted to between 10 and 12 per cent only, for several years, out of a total of 43 short term men. Since it is necessary to have either horse or auto, and sometimes both, it is impracticable to place students in the few positions vacant each year. Due to the immature judgment of students, there is also a hesitation in taking a man sight unseen for a job on which failure may mean so much. The ranger likes to have a personal interview with the man he is going to hire and judge his personality and make-up and make inquiries into his past performance. There is always the chance that a local man will return the following year, thus benefitting the Forest by the results of his training and experience, whereas with the student it is the exception for him to return more than two years at the most. We cannot expect that, since the student usually wishes one line of work the first year and a different one the second, that he will return many years in succession.

In my opinion, project jobs, such as timber survey, scaling, grazing reconnaissance are the best jobs on which to employ students. The chief of party or project timber salesman is in close contact with the student and has a much better chance to judge the man as well as mold habits and leave a favorable impression of the Service.

One thing the Ranger and Supervisor should not overlook is taking a current interest in the student, arousing his interest in the Service work and imparting general information regarding the Forest Service.

## EXAMINATION

Carl B. Neal

Roseburg, Oregon

The results of PK's research with reference to Rangers A to K, are interesting and show the possibilities of such investigations. I have had six men go through their probational period as District Rangers under me as their Supervisor. A and B easily demonstrated their ability and qualifications during their probational period. C and D were better than any material I had for replacements and are now average or better. E and F failed to make the grade and were eliminated. A failed the examination twice and passed the third time. B failed once, passed the second time. E passed the first time, failed the second time and was appointed under the first. I do not know their relative ratings but I would expect A and B to rank highest in experience and lowest in mental test, F to rank highest in mental and lowest in experience.

The 1929 mental test was hard, yet 14 out of 16 local forest school students passed the examination. Of the eight local competitors the man I favored as the one best qualified "as is" for a District Ranger job failed the mental test. He had better than a high school education but had been out of school five or six years. Much to my surprise PK's research shows that rating in education has no bearing on rating



in mental test; however, I believe that a man who is not accustomed to thinking on paper is greatly handicapped in a written mental test.

We rate our District Rangers each fall on speed, industry, knowledge, judgment, personality, cooperation, initiative, and as an organizer or ability to get things done and add to these, readiness to accept responsibility, ambition and a tendency toward doing things systematically, and you have the qualifications for a District Ranger, as nearly as they can be defined. Our present examination, and I fear any examination, will fall away short of being a criterion of the competitor's suitability for District Rangers' work. It certainly gives us no clue to essential qualifications.

---

M. A. Mattoon

Asheville, North Carolina

It is true that our Civil Service Examinations deal more with knowledge of trees than with knowledge of men. It is true also that they are out of tune with the job into which the neophyte steps, in that he must deal with men twice while dealing with trees once. How desirable if our prospective employees could learn much of the art of handling men at college and be examined upon it along with the knowledge of forestry subjects. To formulate a set of practical "man-handling" questions for our examinations is a difficult job and it has been passed up.

The young man just out of school, as a rule knows little of the art of handling men other than that which he has picked up on the athletic field, in the R. O. T. C. or in self-governing student bodies. The love of dear old Alma Mater is about the only appeal or spur he can apply to his co-workers. He is totally unprepared to be examined upon the art of handling men even if he could be intelligently questioned. The boy has little or no opportunity during his school years to prepare himself to answer them. It looks as though his training along this line would have to be postponed till he gets out on the job, though there is no doubt in my mind that something more might be done during under-graduate days to prepare him.

However, the service is no worse off in this respect than is industry in so far as raw material is concerned. The latter appears to be setting itself to the task of developing certain types of raw material into executive or "man-handling" individuals, selecting them early on the basis of their showing during an intensive training period designed to bring out just those qualifications needed for that kind of a job. The others drop out or are shunted off into lines of endeavor other than that requiring executive ability.

We have the same task and it should be undertaken with the new employee immediately upon entering probational service and based upon a well thought out advance plan. Our training during this period must be intensive and be designed to show up the presence or lack of budding ability. It should stress very little of practical application of technical forestry theory. We may take for granted temporarily that the passing of the technical examination assures sufficient knowledge for our purposes during the training period. We should lay more emphasis on training by assignment to jobs that will bring out very soon those traits which indicate ability to get things done. Simple tasks at first testing the capacity to get things done by him-

self, followed by more responsible ones where the direction of activities of others is involved. Instruction, criticism and encouragement must come from his immediate superior. The man must not be turned loose on his own.

---

**Fred Winn**

**Tucson, Arizona**

The most outstanding weakness in our existing ranger examinations is the failure to give any weight to the human element and this is "The Executive's first and foremost consideration." A thesis as to what the Civil Service Commission should develop in the way of special examinations to meet this particular need, is not warranted in this discussion. The fact remains that the Supervisor, as an employer, is at present left largely in the dark as to the prospective employees' skill and knowledge of handling men, and the possession or want of this skill and knowledge is of paramount importance. If our rangers are unable to handle men or are unappreciative of the human element, they are sunk without a trace because the bulk of their administrative duties are closely tied in with their ability to understand and handle men. No one of us is able to gauge a prospective ranger's ability along these lines by a review of the examination files. A college education, or the want of it, is not the most important factor in our ranger problem, or at least not at this stage of the game. As an aside, I am far from agreement with the statement in the Educational Review that "colleges do not and should not as a rule aim to produce specialists." In past days a college education aimed largely to provide a cultural background and a trained mind, but in these modern days the trend is wholly towards specialization.

---

**F. P. Cronemiller, Jr.**

**Alturas, California**

The objective of our Civil Service examinations is, of course, "Selection." So far it has not served to a high degree of perfection in picking out only the type of men we need. Is the unfortunate part of this that they have let in a number of men who cannot make the grade or that they have kept out a very few that would have been successful in our work? I sometimes feel it is the latter, particularly in the technical examinations.

Because of the lack of perfection in accomplishing desired results in Civil Service Examinations, we have probationary periods. This is another weeding out process. We might consider the loss of a number of eligibles during this period, to an extent, a reflection on our ability to train and develop men who the examination has shown to be in many ways capable of handling our work. A part of the cure lies in a further study of the examination and also in the job of training, development and analysis of the man during the probationary period.

Can we go farther than this? Undoubtedly! In fact many of us are doing it. Starting with the cradle we give the coming generation tagged Christmas trees and wooden toys. Excellent examples of good Forestry and proper wood utilization respectively. We create interest in Forestry in the schools, in the Boy Scouts, and other or-



ganizations of young people. When the high school boy starts off for college, we are, on this Forest, at least, getting a few good prospects lined up for Forestry. This Forest will employ up to eight college students this summer and five of them are hand-picked. Most of these, we believe, will make the grade, stick with the game and obtain some degree of success.

Now, someone asks, what are our results to date? Not so good, but our alchemy is right we are sure and is going to result in the selection of some good material.

---

**H. E. French**

**Pueblo, Colorado**

No one would, I think, advocate abolishment of examinations as a Service entrance requirement. It then remains for our Organization and the Civil Service Commission to collaborate, through analytical study and research to determine the specifications of the examinations that will yield the highest grade of material. Based on experience, it would appear, that education and experience, as rated subjects, should be eliminated from the examinations, and made a prerequisite to them. Provision should be made in establishing the educational requirements so that the individual, occasionally encountered, possessing outstanding qualifications, will not be barred permanently. The tabulation submitted in the lesson indicates that mental tests have a direct bearing upon efficiency. It is also rather striking that out of the brightest group of five, four appear in the column headed, "Practical Questions."

The desirability of rating applicants upon their active or latent qualifications of skill in handling men is of vital importance. Just how this may best be accomplished is uncertain. An oral examination by a competent examiner would possibly disclose within limits whether the applicant is possessed of those personal traits necessary to one who is to handle and deal with men. It is safe to predict that no scheme will be devised that is perfect. The most that may be hoped for is some plan that will minimize the number of misfits.

---

**C. J. Olsen and C. A. Mattsson**

**Richfield, Utah**

There are certain fundamentals which are prerequisite to successful performance of the duties of a Forest officer. These have not been clearly and correctly defined or considered. The Civil Service Commission has a standard for giving examinations for various Forest Service positions. The method used does not always pass to the eligible list the qualified person, and in some cases fails the person who could be successful in the work. Such qualities as dependability, responsibility, honesty, initiative, cooperation, etc., are not fully reflected in present methods.

Mr. Peck of Denver, presented some interesting figures at the meeting of the American Forest Schools held at Berkeley, Cal., in December, 1927. Records were kept of 70 men in Forest Service work of which 36 were Forest School graduates and 34 were Forest Rangers appointed from the eligible list. Sixteen per cent of the Forest School graduates failed in their work, while only 8½% of the men appointed from the Ranger eligible list failed. Twenty-eight per cent of the

Rangers were considered qualified for advancement and 45% of the Forest School graduates were considered qualified for advancement.

From the above one would deduct that in order to secure the advancement of men appointed from the Ranger eligible list more and better training should be offered them and that undesirable students in Forestry Schools should be eliminated before graduation or not appointed in the Service because of lack of practical training or for some trait of character.

P. Keplinger

Denver, Colorado

My impression from your discussions is that there are three big problems involved in this lesson, that all Supervisors recognize the problems, have thought about them and in general have reached no satisfactory solution; perhaps one man alone can reach a satisfactory solution. The three I refer to are the examination, probation and employment of students.

The problem of introducing men is recognized, planned for, and pretty well handled when time permits. This seemingly isn't very often.

All seem to agree that the examination is practically worthless in picking men, and everyone seems to think that to expect improvement is hopeless, but I wonder if it really is. I believe that if Supervisors, as a group, demanded better examinations they would get them. Most organizations insist on personal interviews, supplementing a written statement. Why do we not also? The law, I believe, does not specify a written examination. The research branch of the Civil Service is now working on the development of an "interview" examination that will test the personal adaptability of applicants for a particular job that contacts the public—but it is not our job. As I said before, improving the examination is a matter for research.

No one seems to be satisfied with our probation period. Nearly everyone wants it lengthened, but the arguments are not very convincing. The real trouble seems to be that so few really accept it as a probation period. Otherwise, why should Miller, Show, Brubb and others favor a pre-probation period, that is a chance to test the man before he is given probation appointment? There is no trouble whatever in terminating a probation appointment, and it should be done just as freely as if the man were under temporary appointment. However, it is not my function to preach.

As to students, there is more difference of opinion, but in general, you don't want them in your protection force, and you don't (not so many don'ts) want them in improvement crews. This leaves survey and reconnaissance work, and you agree that this does not give either you or the student the information needed. Perhaps this, too, needs investigative study.



Job No. 1332

Date 2-6-30

Ordered for D-L

No. of copies 250

No. of impressions 4000

Cost:

Labor .....	27	90
Overhead .....	11	16
Stock .....	2	86
Illustrations .....		
Plates .....		
Other .....	33	80
Total .....	75	72

New composition ☒

Part Pickups..... Standing.....

Old plates..... Overprint.....

76 Pe

# PERSONNEL MANAGEMENT

A STUDY OF

PRINCIPLES AND METHODS

BY

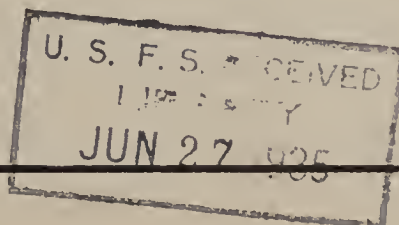
FOREST SUPERVISORS U. S. FOREST SERVICE

FOURTH LESSON



Discussions of this lesson should  
reach Denver not later than February 5, 1930

Jan. 19, 1930







1  
6 Pe.

## DISCUSSIONS LESSON FOUR

### Success of Efforts as Basis for Improvement

Kenneth Wolfe

Kooskia, Idaho

We do fall short in meeting the requirements that men know the success of their efforts—both positive and negative. Until we meet this requirement our personnel management won't be what it should be. On the other hand we will be unable to inform men definitely of their successes and failures until we are able to measure and record them. To my mind, that is the underlying cause of our trouble. Let's hope that one result of this course will be the laying of a foundation on which to build a better method of measuring and recording. The following is given as a suggestion for a start.

Memory is, indeed, a poor substitute for records. Then again, there is no question but that certain incidents which in the long run are more or less insignificant often assume large proportions in our personnel ratings. The big question is how to get away from these two factors. Current written records offer a solution to the memory problem—but to be practical they must be simple. How about the following for a simple, unscientific scheme: Insert a sheet in your note book with vertical columns for the different members of your regular organization and horizontal columns for weeks. At the end of each week make entries indicating your general impression of each employee's work during that week. Use only five or six grades so as not to get it too complicated. If your grade for an individual is particularly good or bad make an entry on a separate sheet as to what caused that grade. If you didn't come in contact with certain employees during the week and have no basis for grading them just pass them up for that week. Summarize this record at any time you need it and see if it tells you anything. Then compare your record with those kept by your deputies.

Now, to carry this a step farther, why not type up a list of jobs conforming to those covered in the analysis (allowing space to add others) and then grade them currently as occasion presents? This would help to get away from the possibility of giving undue importance to particular jobs. Give the rangers a copy of this rating sheet so that they will know where they stand. A summary of these records would disclose strong points as well as weak ones and would be a good guide for training and also a record of accomplishments.

C. B. Mack

Salida, Colorado

1. Each successful effort may not have been brought to the attention of the doer in every instance in the past nor should it be unless of sufficient magnitude to make the effort outstanding. Some men are easily spoiled in this respect and to continually commend men for little things they do along the line of duty is to court trouble at a later date when constructive criticism may be necessary, since the man may have been praised to the extent that he feels his work of a superior quality when it is only average, and is not willing to accept anyone's judgment to the contrary.

U. S. F. S. - RECEIVED

JUN 27 1935



It is difficult to attribute lack of praise or acknowledgment of good work to the having "gone back" of a man for the reason that a good man knows "good work" whether or not he is always told about it and in the main he will continue to forge ahead really contented and happy in the satisfaction that comes only through actual accomplishment. (The question of praise, how much or when, has nothing to do with this first principle that one to improve must know the success of his efforts. Suppose you want to learn to guess the diameter of trees; you might guess for a week but would you improve unless you had some check? Or suppose I went along and praised you highly every time you made a good guess but still gave you no measurements, how would that help? Compare that method with estimating a diameter, then measuring the tree as a check. You size up the tree against your guess and try again. Again you check, and so on, and gradually you decrease the distance between estimate and measurement. When you know the success of your effort, that is how close you come to the measured diameter, you have a basis for improvement, but without it you have not. This is just as true for your PR jobs, or executive jobs, or training jobs, as it is for estimating diameters. Sometimes you can get this measure for yourself and sometimes someone must get it for you. The principle is not concerned with how you get it; it says only that you must have it if you are to improve. Can you think of any exceptions to the rule? P. K.)

Men should be assisted to develop to the fullest extent possible through intelligent study of them to determine where the assistance is needed most; that is, just where each individual may be lacking, or qualities that should be further developed and plans made accordingly for his advancement.

It occurs to me that a winter training school for men from the regular force might well pay for the expense attached to it and could be carried on at a time when the district work would not necessarily suffer due to the absence of the regular ranger, even though a temporary shift in the Forest personnel was made necessary.

---

**John C. Kuhns**

**Baker, Oregon**

1. Insofar as cases of exceptionally good or exceptionally poor work are concerned, Forest officers probably are notified as to the success or lack of success of their efforts. I believe that executive officers in the Forest Service are equally frank and open-minded both in praising good work and in condemning poor work if it is brought to their attention. It's too bad that the word "if" has to be included in order to present a complete picture of our methods.

However, the man who doesn't go to extremes and whose work is not outstandingly good or bad can hardly be said to know the success of his efforts—each effort. His work probably is taken for granted until he gets behind in the procession, which he is liable to do, and then he is classified as one who has "slipped back". In reality, is it a case of "slipping back" on the part of such a man or of forging ahead on the part of the others with whom he is compared? He probably has been given no cause for thinking that he has not been keeping up with the procession until he is suddenly confronted with

the fact that, instead of running neck and neck with the others, he, in reality, is one or two laps behind them. I changed my metaphor because a handicap of one or two laps in a foot-race illustrates better the heart-breaking effort that is required to overcome such a lead, and why an individual confronted suddenly with such a handicap would become discouraged and would not put forth his best effort—if indeed he did not drop out altogether.

In school we received our report cards once a month; in college at the end of each semester; also, our graded “quiz” or examination papers usually were turned back to us. We knew pretty well just what the “prof” thought about the “success of our efforts”.

In the Forest Service we seem to have adopted grading or efficiency ratings chiefly as a means of indicating to others the success of the efforts of those working under the supervision of the grading officer, and not for the use of the man being graded.

For one thing, we probably are not grading a man so much on what he is or does, as on how he compares with others in the same line of work. Also, we are not as sure of ourselves as the professor who has more definite standards of accomplishments to go by than we have.

I look for a comeback on this last statement, but we have a long ways to go before we reach the comparatively simple and inflexible standards of accomplishment used in colleges. I can’t recall a “prof” ever excusing me for failure because I lived in a dormitory inhabited by rough-necks or because my English prof demanded that I spend two-thirds of my time on his subject to the detriment of the others, or because I spent the night watching the big fire down town. Nor did my chemistry prof condone my poor work in his classes because I was a bright and shining light in Silviculture, which naturally was a more important subject for a forester—no, he would “flunk” me with far less compunction than would be the case in the Forest Service if, for example, the best fire-fighter on the forest was “on the carpet” because he had failed utterly in handling his timber sales.

It is not easy to grade a ranger fairly and impartially so that his final rating will be a good index as to his real value to the Forest Service. He is expected to be of value in so many ways that it is only natural that he will fall short in some particulars. The weight which may be given one or two shortcomings will vary greatly with different individuals and it is only when he falls short in almost every particular that there is any uniformity of opinion.

However, the Supervisor has an excellent opportunity for using his own judgment in sizing up his men, also for pointing out to each one his successes and failures. This should be done regularly, preferably through personal contact when praise and constructive advice can be added as needed in addition to a frank statement relative to the individual’s comparative standing. To secure the desired results, the supervisor must know what he is talking about and also he should know the best method of approach for each man. Cut and dried written notices are better than nothing but these do not fill the bill completely. Some of the answers to Lesson 1 explained why this was not being done universally.

To some extent, particularly with new men, it is a trial and error proposition, but we can prevent the occurrence of “misfits” by giving



the prospective employee an accurate description of the job, its disadvantages as well as advantages, the headquarters, the people with whom he will be associated, climate, etc.

We also can remedy mistakes in original assignments by transfers of men to places or jobs to which they are best adapted, providing that this is done in time so that it will not be regarded as disciplinary action.

---

R. E. Clark

Monte Vista, Colorado

Do we keep our men fully informed currently as to the success of their efforts to improve? I think not—we don't even make a good start. On the other hand, is it possible for us to do this in view of present methods employed? Again the answer must be in the negative. Apparently then, in view of the latest principles of personnel management, we are considerably behind the times in this particular line of endeavor and the question naturally arises—what is wrong with our system?

I'm wondering if it is not because there is an ever increasing pressure from all sides for more results along other lines of endeavor, which are falsely considered as of equal or greater importance than the personnel question. Has not our sense of perspective become dimmed; has not the problem of personnel development almost lost its identity and degree of priority in the ever thickening fog? We are losing sight of the principles of cause and effect. The tendency is to place more and more emphasis on results without due consideration of the causes. Some time ago we adopted the principle of studying the man through the work, but, like him who failed to see the forest because of the trees, we have failed to see the man because of the work. 'Tis true we are in an era of increased production, and, to stay in the game, we have got to follow suit; but let us have a good look at the machinery, put it in good repair, and provide for its careful maintenance before we take on the extra load. Let us give the job of personnel development the priority it is entitled to.

Yet another weakness in current practices is the utter lack of or at least an inadequate follow-up of personnel matters on a systematic basis. We endeavor to get at the man through a cross-section of his work each year, and faithfully and consistently prepare a memorandum of our findings. The same process has gone on for years, but how often is there the proper correlation between the several memoranda? Does any one or all of them disclose, as a graph would, the complete trend of a man's success or failure either to maintain or improve his efforts in any given activity? Is there any record today that will show just what jobs this man or that man is failing to do satisfactorily, that outlines where help is needed, and, above all, is there a consistent follow-up—a repetition of efforts concentrated on the weak points—until the difficulty has been removed? I think not. Is it not obvious then that, until we do have a complete and comprehensive record of a man's entire performance, we are in no position to say conclusively that he has either improved, stood still, or retrogressed; we can not plan intelligently to help him; and, certainly, we can not keep him informed currently as to the success of his efforts to improve.

The idea of employing a system comparable to that used in the school room sounds good to me. The work plan with its detailed job analyses, although possibly not absolutely complete, is practically in the same category with the ordinary line-up of studies a student must cover. Some of our work may yet be in the abstract like public relations, but all school studies are not answered in the concrete. To say the least, it offers better possibilities than the methods we now employ and accordingly is worthy of a thorough investigation as to its practicability of application.

**A. H. Abbott**

**Bozeman, Montana**

1. There has been mighty little effort to let the some of the Service personnel know how they stand. It is required that the work of each employee be reviewed annually and a written record be made and filed. As a result there have been a number of cases where such memorandums have been made, adverse action taken against the employee, and this record held indefinitely against him or her, without the employee knowing anything about it, which practically amounts to black listing the employee. No effort is made in too many cases to give the employee any constructive criticism. There is no apparent effort to give some men credit for creditable work, while other men are highly praised for poorer performance. Such procedure is probably due to lack of system, but this lack of system, swayed by the inevitable personal equation, actually results in unfair recognition.

Would not a Service requirement, to the effect that no adverse criticism of any employee be recorded without giving the employee a chance to see and reply to such record, go a long way toward eliminating the present unsatisfactory results.

There are certain jobs and reports which are comparable and would seemingly furnish a basis for a real comparative rating. The present "Tardy Reports" circulars are a step in the right direction, as well as other comparisons that are made.

Here, however, comes up the ever present time requirement, and no one wants to add any additional load to an already overburdened organization.

**E. D. Sandvig**

**Miles City, Montana**

1. By indirect means, men learn to a considerable extent the success of their efforts. There is a woeful lack of direct knowledge on this score, however. Undoubtedly, every man analyzes himself to some extent and in his appraisal of himself, he recognizes weaknesses of various sorts that he strives to correct. It is hardly conceivable, however, that a man will recognize or appraise correctly all of the factors that go into "making his machine run". He needs outside assistance in helping him to avoid "shooting in the dark". This outside assistance should take some tangible form. It is probably true in the Service that those who are "shooting in the dark" are left alone in their "target practice" until the "firing squad" has its day.

Just what form this outside assistance should take seems to be the question at issue. In the first place, our analyses of jobs cuts the



pattern for the position. The next step is to fit the man to the pattern. In this fitting process, if the analysis has been well done, certain weaknesses of the man will show up. With these weaknesses brought to the surface it should conceivably be the executive's job to help the man correct them. Just how this assistance or aid to improvement should be given is another problem and really strikes at the heart of the question. As was stated previously, the great majority of us possess weaknesses that probably are not evident to us. Perhaps the executives for whom we work should call our direct attention to them, perhaps it would be better to strive to overcome them thru indirect means, study courses or changes in procedure, or certain requirements that must be met, or what not. It is highly probable that it is this lack of attention "to aids to improvement" that has resulted in failure of many men.

---

**R. A. Phillips**

**Grangeville, Idaho**

1. I doubt very much whether the good men who went back were always really as good as first impressions indicated. Some men are prone to prove a "flash in the pan", that is; to show great promise under the stimulation of new surroundings and new conditions of employment, and after that has worn off to lapse into an attitude of indifference and indicate a lack of interest generally, while other men apparently much less promising develop gradually into good material under adverse conditions and in spite of the prejudice they have often had to overcome as to a feeling of their apparent inaptitude for the assignment.

It is true that the great majority of new men regardless of their aptitude, training, or personal qualities are given only a cursory degree of supervision and the probationary period might just as well not exist in so far as it has any real value in determining whether a man is fitted for the job. For instance, I have seen rangers prove a complete failure that supervisors with reputation for ability to judge men had passed as satisfactory. I think it is inherent for managers generally to give a man the benefit of a doubt when there is one and resolve a decision in his favor. Possibly we have not gone back far enough in reviewing a man's record. Any man can sprint fairly well for a few yards but whether he can stav with it for any appreciable period depends upon what preparation he has made and his qualifications for sprinting. Have we discussed intelligently with him at the time of employment his deficiencies and proficiencies? If we are to train a man we must first pick out his weaknesses and endeavor to correct them. There are often certain definite things that must be corrected if any job is considered, a fundamental principle applying to all jobs in general. It is not so important that a man's successful efforts are brought to his attention although he should know them. The discussion of them furnishes an excellent approach for discussing unsuccessful efforts and means of correction.

---

**H. C. Hilton**

**Laramie, Wyoming**

1. I should like to disagree with Mr. Keplinger's statement in the second paragraph of page 2 of this lesson. In most cases I think

it is inadvisable to consider the past record of the new employee who comes from another Forest and frequently an old employee as well. The reason for this as I see it, is not that the supervisor does not want to know what the record of the employee has been, but that he is not satisfied that the record available is really an indication of the man's work or possibilities. As I have stated in the previous discussion, I think the biggest problem we have is not the form of record, but a record which will show that the work of the officer has been checked and this in turn must be tied in with inspection and check up by supervisory officers which is comparative, one forest with another. At present, the personnel ratings which reflect the record of accomplishment are not comparative for one forest with another and this should seem possible of remedy through the education and training of supervisory officers.

As far as district rangers are concerned, a record of accomplishment is now required incident to a recommendation for promotion in the form of an inspection memorandum. Similarly a record of accomplishment is required for other officers in connection with a recommendation for promotion. This is as it should be but we need better and more workable records and a standardized use of the records by all supervisory officers. We need particularly, some record of accomplishment for the clerical force. At the present time, our records of accomplishment and progress are scattered, some in the personnel folder, and some in the general correspondence. I believe that all records of work on the districts or of the employee should be made a part of the personnel record as well. It might be well to require an analysis every 3 years of the work done, progress made and a plan outlined for the improvement of the employee during the next period. Similarly, the follow-up of the plan of work or whatever is used in its place should be a part of the personnel record.

---

**J. E. Ryan and A. N. Cochrell**

**Newport, Washington**

1. In the scope of our knowledge, this is an outstanding weakness at the present time. The weaker men usually receive more attention than the better ones, and it is believed this is due to the effort put forth to develop them, rather than to be a matter of record. A man who has built up a reputation is allowed to carry on without the proper attention until sooner or later he is on the down grade, and it is necessary to take action. Occasionally he can be redeveloped, but often his services must be dispensed with. Generally speaking, poor work is more often called to our attention than good work, and a man must determine for himself if his efforts are satisfactory. This condition is believed to be due largely to a lack of time on the part of administrative men rather than any failure to recognize the need. The urge to accomplish specific jobs is so great that mere details in more important things must often be sacrificed.

**C. E. Favre**

**Kemmerer, Wyoming**

There is no doubt but that all of the men appreciate knowledge of the success of their efforts. Many of them no doubt appreciate knowledge of their efforts that are unsuccessful. I doubt that we



will ever be able to keep a real record of the success of "each effort". I think in general that each Ranger on the Forest will appreciate knowing within reasonable limitations as to whether his work is satisfactory or unsatisfactory. I doubt that there is any way that we can go much farther in determining the real qualities of the Rangers than to judge them on broad principles of whether or not their job is successfully handled. If there is any way to measure the results of "each effort" so that this could be readily brought out we would be glad to know it. Certainly there is a lot to the matter of furnishing the proper leadership in improving the personnel but I doubt that it is done by putting on a lot of measurements of each individual effort.

We have observed a good many cases where individuals were given the wrong assignment from the standpoint of their ability to perform the particular task at hand. Certainly we should take sufficient time to study each individual very carefully and observe his work before he is placed in a position of responsibility. Decidedly it is desirable to choose the assignment of men according to the work to be performed. If the man is not fitted to the work on the district the results are bound to show up to his detriment. We believe that a sympathetic attitude should be always borne in mind in relation to other factors, such as schools, churches, etc., and in this connection these other factors may not only be beneficial to the individual himself but he may be able to better handle his job if he is an individual who can really handle the factors—I mean by this a man who can secure cooperation from teachers, school children and church organizations, business clubs, etc. The handling of these other factors very often mean the difference between success or failure on certain districts and so here again it is a case of choosing the man to fit the job which is to be performed.

**J. F. Irwin**

**Pendleton, Oregon**

1. In my opinion good men do not "go back" because they do not know the success of each of their efforts. If they had the ability to advance in their work and obtain recognition as good men at first, I feel that they had sufficient experience to know thereafter whether their work was good, bad or indifferent, and the fact that they "went back" later should not be charged to lack of necessary aid in improvement. My observations lead me to believe that men who have "gone back" were over-rated in the first place and really had one or more inherent weaknesses all the time which were overlooked at first or gradually developed as they grew older, or they acquired property and allowed its management to interfere with their official work.

---

**E. S. Keithley**

**Colorado Springs, Colorado**

Because of our scattered personnel and infrequent contacts between the supervisor and ranger or District Forester and supervisor we are slow to detect examples of good or bad work. Just ordinary work in carrying on is too commonplace. To receive the commendation or condemnation of one's immediate superior officer it is usually necessary to do something different or also do something exception-

ally good or extremely rotten. Just ordinary steady and honest plodding along is dull and uninteresting. It arouses neither the indignation nor brings commendation of the inspecting officer. And yet we say forestry is a long time venture with few mileposts along the way. Old timers, who now look back 15 to 25 years, are certain to say and feel that notable progress has been made, but what concrete things or accomplishments can they definitely point to which show their contribution to this progress? These men, just ordinary honest plodders, have doubtless been largely "shooting in the dark" but hope, which in some men lingers to the end, has carried them on. But granting that we have come far without having had any mileposts along the way, or at least only a few, to urge us on, is no sign such markers are not needed. Organizations like men, grow old. Hope in the individual for personal achievement usually lowers as the allotted three score and ten approaches. Hope in the individuals who make up an organization is necessary if it too is to have hope. Hope is associated with youth. Frequent milestones of reassurance are essential aids to higher hopes and a more youthful organization. The Forest Service may grow up but it must retain its youthful habits—full of hope. Less "shooting in the dark" is not only desirable but necessary. We are on the right track in our job analysis and plans. All the mileposts possible should be written into these plans and in such a way as to be easily recognized. Each employee should be able at the close of the year to identify and point out his accomplishments. While it is desirable that the supervisor should see and know the accomplishments of the rangers on the forest it is also desirable to have each ranger see and report them. His urge to greater accomplishment must come largely from his past successes. His notion of accomplishments should be recorded and put before the supervisor. The views of the ranger and supervisor should be brought into accord by the latter in the form of a personnel memo and a copy furnished the ranger.

**H. E. French**

**Pueblo, Colorado**

1. Most men desire to do that which is wanted or expected of them. It then follows that the degree by which a man falls short of delivering acceptable work and the reasons for failure, assuming he has average ability, may be discovered by an analysis of the fundamentals upon which his particular job is predicated. Recalling our early experiences, many of us realize how hard it was to become oriented in our work. The desire to do good work was present, but the absence of definite objectives and job specifications proved a difficult handicap and often left us confused and wondering what it was all about. Even though our superior officers knew what was wanted, we were not furnished clear specifications covering our jobs, with the result that misunderstanding and criticism occurred. Now we realize that job analyses, job specifications and objectives are prerequisites to good work. A new man equipped with these basic elements may be expected to progress satisfactorily, provided his work is currently measured and recorded accurately and then duly appreciated. As executives, it is our task to develop and improve our methods along the lines indicated if we wish to keep abreast of the



times in matters of personnel management. Undoubtedly many good men have failed to arrive or have gone back in their work because proper aid has been lacking.

---

**C. W. McKenzie**

**Tuscon, Arizona**

It is not uncommon to find a man "shooting in the dark". Ask him what his primary objectives are and what he is doing to meet them, what his personal contact with the Supervisor has been and what his assistance and training from other sources have been and in 99% of the cases you will find that he has been neglected in respect to at least one of the above mentioned items.

Ordinarily this class represents comparatively new men in the Service, men who have little or no real conception of their job, men who realize they are filling a gap in the organization but do not know how to redeem their responsibilities. This is often due to the man's personal make-up, but occasionally is due to poor methods of introduction to the job and lack of training by his superior. A man may have ability and initiative but without adequate aid, especially if he is a new man, he is not likely to develop to the extent that will permit satisfactory execution of the work. Again, if he is a man of long service and has attained success in his work, without the necessary aid to improvement, such as personal contact, assistance and instruction and the conscientious "backing" of his superior a good man may "get in a rut", acquire the habit of "passing the buck" to his superiors and eventually fall in the "back-sliders" class.

I think our deficiency in not devoting more time to improvement of subordinates in training, providing better environment, combining assistance with instruction rather than making so called inspections is to a large extent related to both the number of good men that fail to develop and the number of good men that "go back". Frequent personal contact, assistance and training is probably more important and more essential to keeping the man of long service abreast of new developments than it is to improving the work of new men. Experience of men of long service is of inestimable value to the Service. This alone warrants detailed annual training on the job to broaden their knowledge of Service policy and work. The new man can only grasp a limited amount of practical training the first year and he should not be "crammed" with non-essentials until he thoroughly knows the essentials of his job. Help a man do the work and you teach him, but if you tell him how to do the work you may teach him and you may not. The latter depends on whether or not the trainer has the ability to put his teaching across without assisting and also how the trainee accepts the teachings. In any event, training time is essential to success of an organization such as ours and should be given freely by the Supervisor even though this action curtails the output of Supervisorial routine work to the extent that it necessitates the delegation of other Supervisorial jobs to Staff members.

---

**J. H. Billingslea**

**Grants Pass, Oregon**

1. I believe that the men and also the women in our organization are quite well informed as to the success of their efforts—each effort

in fact. Take the matter of reports for example, quarterly the District Office reports in a concise and graphic manner the completeness and accuracy of reports and also the promptness with which they are received.

With respect to the field men, the ranger, they are informed through a comprehensive inspection memorandum at least once each year by either the supervisor or assistant supervisor in regard to how well and completely they have accomplished the work laid out for them or, if they have fallen down, in what respect the work was lacking. In a few outstanding instances where certain ends were accomplished in spite of great difficulties, specific letters of commendation are written by the Supervisor. These are necessarily few in number for it is not well for any man to expect a special letter for merely accomplishing his work and if he did not get one feel that his efforts were not appreciated.

In addition, either the supervisor or assistant supervisor tells each ranger verbally and in a most informal manner, perhaps in the course of conversation, how he regards certain work he has done.

---

**P. A. Thompson**

**Republic, Washington**

We do not meet the requirement that men know the success of their efforts, each effort, except in a very small way. We have no systematized periodical practice of making a man's success or failure over a definite period known to him.

We are instructed to interview men who are doing poor work at least once a year, but unless there is some outstanding failure or very noticeable lack of accomplishment on the part of an individual, it is usually not done. Our lack of a definite accomplishment record for each man has probably been responsible for our poor practice in this manner. I can look back and recall many instances when I failed to have a heart-to-heart talk with some man because of a lack of a number of definite things which I could use to illustrate my feeling that all was not as it should be with his work. I venture to say there are very few supervisors who can not do the same. Personally, I think this is a serious fault with us, and that many a man might have been helped along the path to promotion had we been able to show him a picture of his work supported by some sort of record.

**Howard Hopkins**

**Cass Lake, Minnesota**

1. One of the outstanding weaknesses of some forest service districts is their refusal to give a man a word of credit for a good job done. A few years ago I was discussing a personnel report on a rangers work during the year. This ranger had done a number of things poorly but had also done an outstanding good job on a fire suppression case. The personnel report which was to be sent to the ranger covered only his deficiencies. I suggested to the Supervisor that there ought to be a word of praise incorporated in the report covering the good work done. "Oh no," said the Supervisor, "that would be a direct violation of the policy laid down by the District Office". Such policies have not only driven good men out of the service but still worse have robbed of ambition and kept as second rate men those who by a few



words of well merited praise might have become first class men to the great benefit of the Service. Let us give criticism openly but let us also give full credit to the men who deserve such—for his own good and for the good of the Service.

## MEASURING AND RECORDING

Carl B. Neal

Roseburg, Oregon

The last two lessons have been of particular interest to me. I remember I recently said that it was not feasible to rate executives on accomplishments, that the work and records involved would not be offset by the results. I am not sure now, I'd like to see it attempted. I do know that I have no faith in the present form we are using in D-6 which was devised by the Supervisors about seven years ago and is now obsolete.

I believe that in rating executives extenuating circumstances should be allowed for. To illustrate, it is not desirable to rate an executive entirely on number or percent of Class C fires without taking into consideration climatic conditions, number of lightning fires at one time, allotments and labor conditions. Further, it should be on a comparative basis. To illustrate again, ten incendiary fires is meaningless, standing alone, if the annual average for the past ten years is twenty-five it means one thing, if five it means another. I would like to see a committee organized to put this over on some such basis as outlined in reference reading you sent us, "Method of Measuring and Rating Management".

Men should not be given or held on an unattractive assignment as a reward of merit. The class of people a district ranger has to deal with frequently makes his assignment difficult and from a family or social aspect, unattractive. The fact that he makes good should not tie him to that assignment indefinitely. Usually a ranger in such an assignment will do much better, is not so apt to grow stale and dissatisfied, if he knows that eventually as a reward of merit he is due for a transfer to a more attractive location.

R. L. P. Bigelow, M. M. Barnum and L. S. Smith    Nevada City, Calif.

(2) Our rating of men is not based on written records of accomplishment, but rather upon our memory and our idea of what he has done. We have no method or score card for recording this data for each man and each job accomplished. Our inspection records define the quantity of his work but do not take into consideration the question of quality. We believe a method should be devised to accomplish this. We cannot use factory methods or measure returns in money value but we can analyze each district showing jobs to be done on each district. By keeping a card record of all reports submitted, showing the percent of quality, promptness and accuracy of each, and by comparing all district cards, we will have a comparative rating for each man on the Forest. From the officer's work plan (monthly report) we should record the percentage of jobs accomplished, against the jobs planned, taking into account additional work

placed upon him not in the plan. By detailed field inspection of each job accomplished the quality can be determined, and a rating given. The record of this accomplishment should be made while inspecting the job. This whole scheme requires a great deal of detailed study. Consideration has to be given to travel conditions within the district. Detailed job analysis should be made of each job. The class of users on a district must also be considered. There must be some method of weighing the difficulties of the job with accomplishment of the job, in comparing one district with another. Such a plan will necessitate a personnel officer on each Forest who has the qualities of scientific management. We do not believe the present personnel can carry this through. It seems impossible to devote the time that this scheme will require. (One does not do these things to make more work but to make less. If it will take an additional man or increase our costs we don't want it. One makes a change to reduce costs not to increase them. But how about it? Does additional records necessarily increase costs?)

In the United States, in recent years, the number of office workers has increased 300 per cent, while production has increase only 50 per cent, but at the same time the cost of production has decreased. Business men believe that this enormous increase in office workers in proportion to others has contributed to the decrease in costs. How do you know that "our business is different?" P. K.)

**A. F. Hoffman**

**Mancos, Colorado**

2. I believe that our records and ratings fail to comply with the requirement that a man's accomplishment be measured, recorded, and appreciated. Athletes know how they stand because a record is kept of their efforts. All of them are in competition and strive to make a good record and the record is open and can be seen by any who care to examine it. Our ratings are largely matters of opinion and for that reason it might be better to keep them locked up. I believe that we should have a scheme of rating that will be based entirely on accomplishment. Such a scheme would give credit for such things as initiative and industry because a man has to have those abilities or he won't accomplish anything.

---

**DeWitt Nelson**

**Weaverville, California**

Ratings must be based on accomplishment, otherwise they are the personal impressions and reactions of the investigating officer. With our present management plans we have a basis upon which accomplishment can be gauged. Both work to be done and the work accomplished can readily be determined.

In an organization as diversified as the Forest Service it is very important to use written records. Relying on memory in a business where a man's accomplishments are in so many different lines of activity and gauged by different standards, is obviously inadequate and unfair. For instance a man may do excellent work on improvements but be very inferior on timber sales. Are not the two impressions apt to neutralize each other if the inspector depends upon memory instead of written records. We must rate each activity separate-



ly in order to give a true picture of the whole. I believe a system similar to the one shown in "A Method of Measuring and Rating Management" could be devised to show the percentage rate of each activity. This would also be of material value in the placement of men on districts for which they are best fitted.

I think that one of the best ways to develop initiative and create a desire to accomplish is to let a man know when he has done a good piece of work. Almost every man will respond to this by trying to do still better next time. At the same time, if a success has not been made the man should be told his deficiencies and how to improve them. Either too much or not enough of both approbation and criticism may ruin a man. If we only praise his actions he may get in a rut and stay there. If we confine ourselves to criticism we will soon kill a man's self confidence and initiative.

One of the faults of Forest Service executives is that they are inclined to delay comment until the subject is cold, and consequently either commendation or criticism loses most of its weight.

---

**Alexander McQueen**

**Elko, Nevada**

2. It would be hard for any one to effectively criticize the Forest Service System of assigning and rating its personnel, in view of the rapid expanse and progress made during the past twenty-five years.

Our personnel records may seem incomplete to meet the requirements of present job study methods. However, it must be recognized that the system is based upon common sense so long as it fills assignments with the best qualified men available and rates each on his value to the organization.

It seems to me the outstanding success of the Forest Service has been the loyalty and morale of the employees and that the factors contributing the most have been filling responsible positions by promotion from the ranks rather than by bringing men in from the outside and continued improvement in wages and living conditions.

---

**Roy Boothe**

**Bishop, California**

2. I agree that more use should be made of records and that more effort should be made to record results of our work. I was fortunate to have worked under Supervisors who followed the practice of writing the rangers letters of approval or disapproval of their accomplishment and while we usually know instinctively whether or not a job has been done well, a brief letter of commendation from the superior officer increases the feeling of satisfaction of having accomplished a job well. Constructive written criticism of failures or inefficient accomplishment should likewise help men to correct their weaknesses and would at least record for future check purposes, a man's strong points as well as his weak ones. Not only would a rating officer's memory be refreshed by consulting such records, but they would speak for themselves over a period of years, whether or not progress was being made in correcting them.

Many Supervisors give their men an annual resume of accomplishment. Such a size up would no doubt give a more accurate picture of

yearly accomplishment, if supported by brief but periodic records. I know from experience that some men will at first regard such a practice with disfavor but I believe they will soon see the personal benefits that may result, and realize that the criticisms are intended to be constructive. They may even come to look forward to criticism with pleasure because of the opportunity it affords them to improve their service and turn out better work.

C. L. Van Giesen

Ft. Collins, Colorado

A majority of men in executive positions in the Forest Service have a long way to go to approach perfection in guiding the efforts of their men. We have a fair guide in arriving at the quantity of work done by a Ranger by checking accomplishment periodically against the District work plan. The quality of work must be observed and recorded continuously at every point of contact. We must be sure that we record not only the poor work but also each bit of satisfactory, or better work. An impersonal average of these quantity and quality ratings should form the annual rating report.

The existence and success of a baseball club, and its individual players depend upon the batting average, fielding average, and pitching average records. The owner and manager use these records in determining the value of a player, in shifting players, and in exchange of players with other clubs. Each player is kept constantly and definitely posted on his record of accomplishment. This is a great deal more than most of us can say is the case between officers and their subordinates in the Forest Service. We are all rated in the Service, but how many of us can tell within 10% what our rating is? Most of us would be greatly surprised if we were permitted to see our rating sheet. Those qualifications, which we consider our strong points, might be graded lowest by our superiors. With an improved rating record based upon quality and quantity of work, at hand, I believe, each Supervisor should have a perfectly frank conference with each man rated by him. Point out to him his strong points with tangible examples of good work. He should be given a complete knowledge of his weaknesses and shortcomings with definite remedies for all. Few men would become egotistical or angry if frank, tangible facts were presented to them.

All of us like to feel that we are making some advancement. If we have faults, and few of us are exempt, we should know them. The majority are anxious to put considerable effort into self-improvement. When we receive occasional promotions, we are led to believe that we are doing good work, but perhaps even then we may have some undesirable characteristics which should be corrected. I have known Rangers who had been in the Service five or six years and never received a promotion of merit. These men, apparently, were doing good work. At least, they had no definite idea in what way they were falling down. Some of them seemed to think that their good work was not appreciated, since they had never had any indication either by word of mouth or promotion. These conditions lead to a disgruntled and discouraged personnel. It could be largely corrected by perfect frankness on the part of the executive and his employees.



2. As stated in this lesson "It is universally conceded that there should be a complete employee's record, or history of each employee." Further, these records should be condensed and made as simple as possible. It is a psychological conclusion that a man's accomplishment<sup>t</sup> be measured, recorded, and appreciated. The child in school striving for high grades, in order to have his name on the honor roll, the athlete striving to lower his mark in the sprints, hammer throw, etc., and the employee striving for advancement, all are stimulated to action by this process.

In the Forest Service, we have for years employed a rating scheme which, like those of other organizations, must change with the times. Ours is too much on the order of the quality scale mentioned in this lesson. We do not allow enough weight to work and production records. We have the records. Our problem is to devise a simple and detailed method of recording them for future reference and establishing grades. The average Forest Officer has little confidence in our rating system. He knows he is dependent on the good impressions he can create. Impressions are individualistic, and it is certainly most surprising the minor matters which are sometimes taken into account in forming good or bad impressions.

I believe a very simple record could be devised for the use of our job analysis and inspection records, which would furnish a very complete means of rating accomplishment. This system could be tried for a year or two, in a supplementary manner to our present system. Each supervisor, in cooperation with District Office executives, could devise a scheme of his own. At the end of a designated period, these could be forwarded for review by a designated group of selected executives and the best method, or possibly the outstanding features of several, could be incorporated into a system which could be adopted as a universal standard.

2. I have found that the best way to create interest and a spirit of competition among the field force is to send out at regular intervals a compilation showing the amount of work accomplished on each district and the value of the time spent on each activity. These statements cause a lot of discussion at the Allotment Conferences and show beyond question that if each man knows that his efforts are going to be recorded and appreciated that he will do his best to make a good showing. The practice of sending out statements of late reports and return vouchers by Forests has been a big incentive for better work on the part of both the clerks and Supervisors and surprising results have been accomplished. There is no question but what members of an organization are much more likely to carry out a personnel program when they have had a part in the making of it. It is harder to develop team work in an organization like the Service where employees are scattered than it is in most organizations where men are working together and can figure their own batting averages in direct comparison with the other fellows. Anyone who successfully does the work specified certainly has the proper personnel qualifi-

cations and it seems to me that a record of accomplishment worked out with the men which will assure them that their efforts are measured, recorded and appreciated is the only fair method of rating them.

---

**Andrew Hutton**

**Durango, Colorado**

2. It is true that men do their best only when "the results of their efforts are measured, recorded and appreciated". To rate a man correctly, we must measure his production in results rather than by the qualities and characteristics which produced the results. Although Job Analysis, Job Specifications and Objectives have helped us in providing a means for measuring results, I do not believe that they have been so well worked out or so clearly stated as to make them as valuable as they should be. We cannot measure unless we have something to measure with and even with our job analysis, descriptions and objectives there are a lot of jobs in the Service for which no measuring stick has been provided. There are also plenty of jobs for which priority has never been decided. When we do not know what we want to do or how we want it done, how can we measure its accomplishment or teach another how to do it best? What is good work to one man, is poor work to another, will continue to be the case until we tie the jobs to the ground and decide definitely what we want done. A good job of timber marking to one man is a poor job to another. The same is true of trail maintenance or construction, range management and a lot of other jobs.

Providing ways and means of correctly measuring results is therefore the big job. Recording these results, although probably not easy to do and make useable, is much easier than measuring. I believe that it is true that we have, as stated in the lesson, failed to make use of the records we have. We have rated men as good, average or poor but we have failed to specify why. Often we base our ratings on opinion and not on facts. However, we cannot be taught to record results until we are taught how to measure them.

3. I agree with the statement in the lesson that placement, to be successful, depends on just two things: What is the job? Can the man do it? I believe that this principle should be followed absolutely in placing men in the Service. After we have determined what the job is, how best to do it and how long it should take, it should not be a "trial and error" proposition, but as yet I am afraid it is, for we have a lot of things to do and problems to solve before we know definitely what the jobs really are and before we have eliminated, so far as that elimination is possible, personal prejudices and opinions. Characteristics or qualities which produce results should be given only minor consideration. Results on previous jobs should be given by far the most weight and the man and the job correlated by an analysis of the job to be done and by an analysis of results produced by the man on previous assignments. For both we need measurement and recording.

---

**Walt L. Dutton**

**John Day, Oregon**

2. If measuring, recording and appreciating accomplishment are human requirements for success we are not now going very far to



prevent failure. We measure scarcely at all, record spasmodically, and appreciate in proportion to the impression received. Our annual quality and quantity accomplishment ratings, like the rating of personal attributes, represent little more than the impression of the man making them. Good impressions have pulled men through when they were not doing the work at all, while a poor impression (maybe some inconsequential thing) has sent a good man's stock downward; all because of the lack of some effective means of measuring and recording efforts.

The new job analysis is a measurement of the work to be done but alone, does not even approach a measurement of the work that is done. What we need to do is to follow up the analysis and work plans with an accomplishment record that will go into the same detail as the plan itself in showing the success of the man's efforts under the plan. We need to have the Forester or District Forester tell us that the accomplishment record carries the same importance in the scheme of things as the other parts of the plan. When this has been done we can feel that we are measuring and recording, and the ranger will feel that his efforts are appreciated. The accomplishment record will not consist of another mysterious document for the confidential file and the Ranger, currently, will know the success of his efforts.

**Chas. DeMoisy, Jr.**

**Provo, Utah**

2. I take it that all districts are now using job analyses at least for ranger districts and that plans and job sheets based thereon have been made. It should be the rule for the Supervisors to make a careful check of performance under the plans in each case to determine what has and what has not been accomplished and why. This might be summed up annually and go into jobs and parts of jobs done and not done and to what standards they are done. A 1 or 2 page memorandum could cover the high points in the year's record. It might be closed with the Supervisor's conclusion of the ability and results of the man's efforts and an estimate of the value of the officer to the Service, with outstanding good and bad points.

If honestly made this would be a direct rating record based on accomplishment and a review of the year's work rather than on memory or hunches. A copy of this memorandum or record furnished to the man whose work is reviewed would be his notice of the measurement and appreciation of his efforts. It would let him know how close he is coming to the bull's-eye and where and how he would have to make adjustments in order to come closer.

**H. L. Plumb**

**Olympia, Washington**

Better ratings would be beneficial. I have not yet met a rating officer who appears satisfied with our present system. To suggest a better system would require considerable study. Ratings would probably reflect more accurate conditions if it were possible to rate men on each individual job, and then strike an average, but that means more paper work, and we have plenty now.

Under our present system, when the work of a Forest officer falls below average, his deficiencies are talked over with him and he

is given special attention so that he may overcome them. However it is not the practice to pick out every little thing that may not be done as well as we could wish and hold it up to the light of day for inspection, rating and reprimand. Men are of various temperaments and fortunately do not all react the same way. However, it is my belief that too much attention is frequently paid to the smaller shortcomings which may come into the limelight to the complete oblivion of much more important jobs well done. Few men can do their best work when minor shortcomings are over-emphasized and their efforts in larger things overlooked.

Naturally better rating records would be of assistance, but will they be worth the cost? Everyone makes a mistake once in a while, but few make the same one twice. **Most of us want to forget our past mistakes and hope that our superiors will do the same.** A complete record of accomplishments and mistakes might do more harm than good. It might tend to make one skeptical of everybody else because of the recorded errors, even though one usually profits by a mistake. If we continue to use the best available facts with common sense and good, unbiased judgment, we should be able to avoid the rocks.

(Plumb brings out here another principle which is now being more and more accepted: "We should forget our mistakes", at least that is what the psychologists tell us. I realize that this is apt to be misunderstood and may seem to conflict with the idea that to improve we need to know our degree of success, which sometimes is not very high. To use the same illustration used above: You are guessing the diameter of trees; you guess 30 inches on a 42 inch tree—a 12 inch mistake. Now, if the next time your mind is full of your mistake, what a big mistake you just made, chances are you will make another, but if you have a positive picture of a 42 inch tree as a guide, you will do better—improve. Here again the idea has nothing to do with praise or blame, but deals entirely with other factors. For example, I remember once when I was a Forest assistant out on a Forest, an inspector came along and criticised a ranger's marking until that ranger was helpless; he couldn't mark at all; the only thing he seemed reasonably sure of was that if he either marked or left a tree it would be wrong; and since that was what he was thinking that was what usually happened. It took me three days to bring him out of it—to replace his negative idea with a positive one of what was right. In doing that, I did not praise him once; it just never occurred to either of us. P. K.)

---

W. M. Nagel

Kalispell, Montana

Along with properly informing a man that his work is appreciated there is the problem of salary increases. One without the other does not solve the problem. Except in a few outstanding cases, based on exceptionally valuable services, the increases have been too small and too far between. A supervisor is in close contact with all employees on his Forest and does not recommend unwarranted increases. If nothing can be done about changing the policy or making more funds available for this purpose, there is little need for expressing the thought that a supervisor's recommendations for salary increases should materialize.



Our rating scheme has never been entirely satisfactory. Inconsistencies between rating officers are fairly well ironed out by reviewing officers.

Our records are seldom as complete as they should be. Most of us will admit it. Periodically we set out to keep more complete records on accomplishments and sooner or later the volume of other work causes us to set aside certain duties. We are side-tracked to fire suppression for long periods, and this is followed by an aftermath of heavy work. Seldom a year passes but that a Forest has special unforeseen jobs that cut in heavily on the planned program.

W. E. Tangren

Elko, Nevada

2. It is becoming an accepted policy that a promotion cannot be given a ranger without a careful inspection of his district the year previous. By the same principle, has the ranger not the right to such an inspection annually or at least biannually? We work to accomplish and wish to know if and how we accomplish. Remuneration for work includes salary and enjoyment of accomplishments. There must be records and ratings to get and increase the salary. If we don't know our accomplishments we cannot have joy in them? Records and ratings are a measure of our success. Without this measure incentives may become dull.

Lewis R. Rist

Glenwood Springs, Colorado

2. Our records are good in so far as they go, but they don't go far enough. In the first place, the work analysis is a good start to determine the work on a ranger district, but the accomplishment remains to be determined before the work can be recorded. In this, we cannot use factory methods where an inventory of the output can be made, but must deal with a man's work which is scattered over some 200,000 acres, much of which is not possible of measuring in the space of a year.

It also occurs to me that it is probable that many kinds of scale rules are being used on the different Forests in measuring the work of the men. Since no standard has been outlined, is it not possible that I am using a very poor method of arriving at the output of my rangers, whereas another supervisor may have developed an accurate and much more satisfactory scheme? The same is likely true of the methods of recording work and it seems that these questions could well be given further study in order that our records may be the best available.

Arthur L. Nelson

Halsey, Nebraska

2. We inspect their work, and try to write a complete memorandum of the points taken up or seen on the trip, a copy of which is furnished the Ranger or the individual inspected, but this is not enough; our inspections are too far apart to fill this requirement. We have our Form 44 to fill out, using the Ranger's Financial Statement as the essential basis of the report. Why couldn't a rating be given them on their financial management as recorded for the quarter?

Such a rating could also have a counterpart in a field inspection rating on quality and value received, rather than on a book control. I believe that a scheme of graphic and numerical ratings for individuals can be successfully worked out to cover both office and field work. The job analysis and job requirements or description, along with our standards, would furnish a basis to start from.

With a monthly or quarterly individual rating sheet given out to each man covering only his work, the men would soon begin feeling that their work was all taken into account. They would ask of their own accord for suggestions on how to improve their Grazing work, or Lands work, etc. It would require very tactful presentation, but if presented in the right way would soon develop (although there is a great deal of room for argument) a spirit of cooperativeness in producing the highest output and quality for the month or quarter. We can use our present records more than has been done. Everyone has seen the effect that late report notices and the annual summary of reports on time has made in bringing reports in on time. Why not make use of this means to get more and better work done?

## PLACEMENTS

J. R. Bruckart

Vancouver, Washington

3. One of the most important duties the executive has to perform is to assign men to the jobs they are best fitted to fill. I am in favor of going the limit in this matter because there is nothing so conducive to discord and inefficiency as the assignment of a man to a job he is not fitted, by reason of training, ability or temperament, to fill. I know of a case where a man having been assigned to a certain job, failed completely and his separation from the service was being considered. However, he was assigned to a different class of work and made good without difficulty. This man is now rated as a very efficient officer and I attribute it very largely to the fact that he was assigned to the class of work for which he was best fitted to perform.

As a general proposition, I believe that the executive having all the facts relating to the job and the man, is best fitted to determine if the person under consideration can handle the work on a certain assignment satisfactorily.

Taking the Service as a whole, there are a comparatively large number of positions to fill, each one being, to a greater or less degree, different from the other, and requiring a different type of man to successfully fill it. If the different jobs are carefully analyzed and the same analysis applied to the personnel, I believe there will be little difficulty in placing the right man in the right place.

Every man who has a family is entitled to all the consideration the Service can give him and at the same time get the work done. The very nature of the job makes it necessary for a large number of rangers to live in places where social advantages are limited and when a man goes into the work he usually appreciates this. I would be inclined to give a lot of weight to needed social advantages, even at some cost to the work, in selecting a ranger to fill any position on



this Forest. A married man with children to educate should not, if it can possibly be avoided, be assigned to a place without school advantages. Most men thus assigned will soon become dissatisfied and the work will suffer sooner or later. Much has been done in the past in moving rangers' headquarters from isolated places to small towns in or adjacent to the Forest. These changes have resulted in better satisfied and higher grade rangers. Undesirable assignments must of course be filled by someone and the men so assigned must make the best of it. However, there are very few jobs that if a careful study is made of the personnel that cannot be filled by someone well fitted in practically every respect to fill the place in a satisfactory manner.

The selection and placement of year-long men on a Forest must be correlated between Forests throughout the district and this makes it imperative that we make a real job analysis of each position and a personnel analysis of each man. If this is done in a practical and intelligent manner, we will be in a much better position to fit each man to the job he is best qualified to fill.

Rav R. Clarke

Gunnison, Colorado

3. We should go much further than we have in choosing the assignment of men according to the work to be done. While some, perhaps much, consideration has been given the matter, decisions have not been made upon the basis which science now offers. Too much has been left to unscientific impressions and conjecture. A number, but by far too few, institutions of higher learning have worked out measurements of latent ability and inclinations, which show with a great degree of accuracy the bent of the individual and the kind of work in which he will be happy. Industry has only just began to use this method of selection. Many leading thinkers in both industry and education prophesy that it will soon come into general use with enormous benefits generally and to the individual especially. It certainly seems to me that many misfits, which entail great economic loss and many disappointments, can be eliminated by the use of this method.

In my opinion the selection of men should go back much further than it now does. In the case of the college graduate it should go back to under-graduate days. That is where the record should start. However, if the record has not been built up, or in the case of the man who appears to take the ranger examination or having passed it, is seeking appointment on a ranger district, a suitable measurement test should be devised and given, the results entered in the record, and used in making the assignment.

Having the analyses of our job is only half of the battle. We have that record. It may be adequate but if we then place an individual on the job who is congenitally, inherently or essentially unfitted for the work to be done—if his selection is accidental, casual or transient, then we are still shooting in the dark.

It is true, of course, that our work is varied. That there are many duties having radical differences, some of which will appeal to few, probably to no individual. Never-the-less, with the kind of record mentioned, we will be able to judge with a greater degree of ac-

curacy and be able to place the man where he will have a much greater chance to succeed, which means a greater chance for the Service to achieve its objective. The record should be the judge. When this is the case there is much more chance that the man will be able to adapt himself to the environment and requirements, which is as essential as that he have the intellect, the intelligence and the energy to do the work.

Leon C. Hurtt

Helena, Montana

There seems to be a little doubt that our employees and our organization would greatly benefit by greater attention to and more skill in placing them. Some preliminary idea as to the kind of an assignment to which a man is best fitted may be gained by short contact with him, assuming of course, that you are thoroughly familiar with the job itself. At best, final conclusions about advantageous placements must be to a considerable extent by trial and error. The error phase of the trial should not be unduly prolonged. It frequently is prolonged, however, because of lack of contact and close supervision between the employee and his supervisor to the point where something goes wrong. Then a lot of training is often lost through failure to follow through and get proper hook-up with the man to the right job.

Advantageous placement of men is a fundamental that is too often practically crowded out of consideration by other things of far less importance but about which there is greater and more constant pressure. Familiarity with both the job and the man in considerable detail is needed before the two can be intelligently correlated. This familiarity cannot be gained by judging the neatness and promptness of reports. It must come from intimate contact with the man and knowledge of his job. I think that a supervisor's time might be more profitably spent on such work as this than in compiling statistics and long reports.

---

John W. Lowell

Hamilton, Montana

3. We do attempt to assign men to the district or group of jobs to which they are best fitted. The man himself is oftentimes misfitted because there is only one place open for him, and we must try this man out some place with the result that to a large extent it is a trial and error proposition. Before trial perhaps the ranger is the best judge; after trial with the right amount of inspection and training work and knowledge of conditions on other jobs and districts, the Supervisor should be the best judge. If a man is fitted for a particular job or district and I know he would not function on any other job available, I would not let school and other facilities interfere with assigning him to the proper job. A worth while employee should not be handicapped by placing him on a job where proper facilities for educating his family are not present if that can be avoided without material detriment to Forest Service work. If you know your men as we should know them and know the job as we should know it, it should not be difficult to correlate the man and the job, but I am inclined to think that the class of men which we require are such that



a large majority of them can be fitted to any ranger district job if we can give the required amount of time to the man on the job. After all, it seems to me that correlation of the man and the job is very largely a question of training.

---

Alva A. Simpson

Miles City, Montana

3. Viewing National Forest work as a whole there is unquestionably opportunity for assigning men according to the work. I think we have done this to a limited extent. We often assign a man to a district on account of his ability to perform certain work that is in need of correction on that District. On the other hand we as often retain a man that is not fitted for adequate performance of the primary objectives because of his ability in minor activities or in activities that are not related to the job at hand. By proper personnel analysis we should be able to determine within reasonable limits the proper niche for a man and while I do not subscribe fully to a policy of always fitting a man to the job, I believe that within certain limits it is desirable. We must consider living conditions—social environments and such factors. I knew a man that was a decided success in timber sale work and was interested in that sort of work but is far more valuable in a District Ranger assignment and has qualified in lands and grazing work thru study because the District Ranger job gives him more home life than project timber sales did. The potential abilities of this man have been brought out by a different assignment, altho a fitting process a few years ago would have probably retained him on timber sale work.

Before we can go far in personnel analysis we must have records. Of the five primary requirements for rating a business on page 4 of the reprint "A Method of Measuring and Rating Management" the Forest Service has inadequate data on the first three and only mediocre data on the last two. How far can we get with such deficiencies?

---

M. H. Deming

Kemmerer, Wyoming

3. In the assignment of men the Forest Service has undoubtedly attempted as far as possible, to fit the man with the job he is best fitted for. However there are many factors adversely affecting such placement. For example we might have an over-supply of men fitted for grazing Ranger Districts and a dearth of such positions to fill. In consequence the man must of course be appointed to a timber district until such time as an opening occurs which more nearly fits his capabilities.

In the matter of new appointments the eligible list by States may hinder the appointment of a man peculiarly fitted for a certain job which happens to open up in another State. In most cases the Supervisor, rather than the Ranger, is in the best position to judge which man he wants to fill the particular job he may have open. He knows more about the job to be filled and more about the different men he has available so that he can view the case more in the abstract and make a proper appointment. The environment of the job must certainly be an important factor for consideration in filling any position. No ranger with a family to care for and educate will be content to

live on a "back" district and it is unreasonable to expect him to do so. Such an experiment is usually fore-ordained to failure. On the other hand the ranger cannot always expect that any assignment will always fill the exact conditions under which he would like to live and work. He must be willing to spend some time under adverse conditions if it becomes necessary.

The type of man now entering the Service is educated to a higher plane of living than the entrant of fifteen years ago. He demands more in order to be satisfied but he should certainly realize that it is up to him to take the less desirable position until he has proven his worth and that the more desirable locations and positions are assigned as the reward for good work, this often coming after a period of assignment in some less desirable location.

**J. N. Templer**

**Butte, Montana**

Undoubtedly many men temperamentally unfit to take over certain jobs or responsibilities pass all tests provided to gauge their fitness and it is only after a considerable period has passed that it is discovered that the employee or the employee's dependants are unable to reconcile themselves to the environment to which the job sentences them.

With the salaries paid in all lines at present, the hiring agent has the right to expect that the employee take over and successfully handle the job to which he is assigned without a lot of coddling and gratuitous but costly education or training.

**J. R. Hall**

**Sonora, California**

3. I believe we have more good men quit the Forest Service because of the better social condition demands by their wives, than for any other reason.

We should make it a point to choose men for assignments very carefully according to whether married or not, the kind of living conditions they and their families have been used to, etc.

I believe in so far as possible without having the Ranger Stations too remote from the Ranger's work, that the headquarters should be in towns or settlements where there are social advantages for the families.

The Ranger District with headquarters in a town never lacks a good man to run it.

---

**F. S. Moore**

**Montpelier, Idaho**

(3) It seems to me that the answer to the question as to the choosing of the assignments of men according to the work is so obvious as to require but little discussion. I believe it is a uniform practice in private as well as public work to make assignments according to the work and the qualifications of the man to meet the particular requirements of the job under consideration. This applies to practically all jobs regardless of size. Naturally we must first know what the job is, the various details, nature of the work, the particular qualifications necessary to handle the work satisfactorily, etc., which is



usually given in the job analysis. Then, in casting about for the logical man to assign to the job, and considering the available material, we attempt to select and assign the man the best qualified for the job considering the requirements of the job and the individual's qualifications to discharge the duties of the particular job in question. If the job calls for special qualifications along some particular line we naturally endeavor to select the man whose past training, experience, work and accomplishments along that line have been such as to fit him for the job. If we want a guard for a job where there is a lot of improvement work, such as maintenance of fences, telephone lines, trails, etc., to be done we try to select a man whose past work has been along this line and whose past record indicates he is qualified to do this work rather than a man whose work has been in an office or store. Likewise, if we want a ranger on a heavy grazing district we try and get a man with grazing experience, etc. In short after analyzing the job we attempt to analyze the men thru a study and investigation of their past accomplishments, training and experience, etc., what class of work they have shown a marked preference for and handled the most proficiently. If a man shows a natural inclination or bent for investigative or studies work believe he should be assigned to this class of work if possible rather than to work in which he is not interested as his highest use to the Service and to himself will be along the lines of work in which he is the most interested and for which he is the best qualified.

If the requirements of the job and the qualifications of the man are fully analyzed it should not be so much of a trial and error proposition. We have the specifications of the job and to a certain extent we have the accomplishments and past history of the man on such work. These records are, however, more or less incomplete and the jobs are constantly changing and new factors come up that have not entered into or been considered in the previous job at all. It is believed that this is the best method we have of harmonizing the man and the job, however, and eliminating, as far as possible the square peg in the round hole which we will never be able to entirely eliminate except thru trial and reassignment on account of the human element with which we are dealing. Believe the Supervisor is in a better position to judge as to the qualifications and fitness than the ranger since he gets a larger perspective of the job than the ranger and has a comparison between men and the jobs.

In any job the first two things we have to consider are the requirements of the job and the qualifications of the man for the job. If we decide that the man is qualified for the job then we have other factors to consider and which we must take into consideration in making the assignment. If the man has a family of children of school age it is seldom advisable to assign him to some remote, inaccessible location without school or other facilities no matter how well qualified he is to handle the job since to do so results in an injustice to the man and family and will usually, sooner or later, result in dissatisfaction to the man which will be reflected in his work. I feel that we should consider this factor very seriously and fully in making assignments as it is usually possible to work such assignments out though at times it will be necessary for one to accept an assignment which in all respects is not as desirable as he would like. I be-

lieve, however, that it is generally recognized that we should harmonize the man and the job insofar as we are able. I feel that in the past we have not analyzed the qualifications of the man for the job in sufficient detail to ascertain just how he is going to fit in the new assignment and believe that this phase should be considered more carefully in making assignments.

## FACTORY METHODS

Fred Winn

Tucson, Arizona

In this lesson we have as reference: "A Method of Measuring and Rating Management" which is wholly devoted to management as applied to industry.

Forestry is a profession not an industry and this constant pressure to industrialize the Service is all wet. If we are willing to concede the professional status, why not some comparisons with other professions, law, medicine, engineering or even the ministry? Who ever heard of a physician or lawyer attempting to analyze his professional out-put by comparing it with that of a canning factory in California or a shoe factory in Massachusetts? Granted; that in our organization we may have failed to fully utilize the records we have available; on the other hand, on this twenty-fifth birthday anniversary of the Service we have every right to "point with pride" to our accomplishments, carried on for a quarter century by a personnel made up almost exclusively of average folks and with an almost total lack of scandal or outstanding personnel lapses.

Memory recalls a certain Forest Inspector, who prior to the inspection of Forest or Ranger district, propounded a stock query as to the personnel: "Is he honest? Does he get drunk? Is he a liar?"

---

P. Keplinger

Denver, Colorado

I hope you won't think I'm taking too much the school teacher attitude in my comments inserted in these discussions; in reality I am just trying to repair my poor work in writing the lesson. I realize now that this lesson attempted to cover too much ground. It should have been three lessons, or at least two and a half. Under each subject there are important principles that must be understood. In addition, methods must be developed for applying each principle, that is, if we want the best results in management.

Methods we have scarcely touched. That is not your fault. I tried to cover too much ground. But no doubt each of you will work out a method of application for himself. And when my "accomplishment record" is made possibly I'll still get some credit for what you do, even though I didn't help.



Job No. 1343

Date 2-11-30

Control for 25-2

No. of reels 250

No. of frames 3500

labor	13	50
lead	5	40
food	2	86
instruments		
misc		
total	27	06
	48	82

composition ☒

markings ☐ guarding ☐

exposed ☐ covered ☐





Job No. 1314

Date 1-13-30

Ordered for 0-2

No. of copies 300

No. of impressions 300

Cost:		
Labor		90
Overhead		36
Stock		46
Illustrations		
Plates		
Other		
Total	1	72

Make correction ☒

Part Pickups ☐ Standing ☐

Overprint ☐

76Pe

# PERSONNEL MANAGEMENT

A STUDY OF

PRINCIPLES AND METHODS

BY

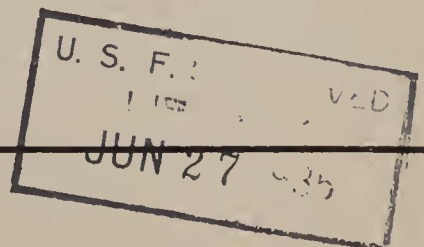
FOREST SUPERVISORS, U. S. FOREST SERVICE

FIFTH LESSON



Discussions of this lesson should  
reach Denver not later than February 15, 1930

Jan. 29, 1930





# TRAINING

## History and Objectives

Training as a corollary to learning is as old as man himself—older. Wherever the activities of the old must be learned by the young, nature has developed some form of training process. But training in industry as a recognized and organized activity, is relatively new. In the old days men learned largely by chance; the assistant foreman picked up the work of the foreman, and the vice-president learned the work of the president from general observation and contact. As with other subjects we are discussing, training is a product of big business. But strangely enough its beginning was based largely on sentiment and not on the pursuit of profits. Successful businessmen established training departments in order that their employees might have opportunities which they themselves had missed. This gave us the “corporation school” of the early years of this century.

And they were real schools with classrooms and instructor. The work was “educational” rather than training as we know it today. They copied the methods and ideas of the schoolroom. The training idea as distinct from education is a development, an adaptation to conditions. I think most individuals have to pass through about the same process of evolution as has industry as a whole. I know I did. I considered training and education as synonymous terms and my first work was educational. When the District Forester assigned me to the job of preparing a home-study course for rangers, I tried to give them the same material they would get were they taking the course in school. When two of our colleges recognized some of my courses and offered credit for them, I thought that recognition of their value. It merely classified them as belonging to education rather than training. My latest courses are of more value to the Service but the schools don't give them credits.

What then is the distinction? It is somewhat difficult to express since the two merge into each other, or rather, the one includes the other. In general, the distinction that is being accepted is this: Education is the broader term; it deals with general information and principles applicable to any situation, while training deals with the particular job or problem. Teaching the “selection system” and its general application and place in forestry would be educational, while teaching one to “mark” under that system in a particular stand would be training. Greene, of the Research Bureau of Industrial Training, University of Pittsburgh, says: “The term training should be used to designate organized programs for speeding up the learning processes in the acquisition of skill and in the development of aptitudes in the handling of specific commercial and industrial problems.”

I think the experience of most Forest Service men has been similar to mine. When training first came to their attention, they thought of it as educational. Later they have gotten the training idea and have swung decidedly in that direction; possibly some of us have gone to extremes. There can be no question about the necessity for training work, but the

duplication of work done in the schools is questionable.

In industry, the reaction away from the early educational programs was very decided. There they swung to the other extreme and emphasized training, and training at the very bottom—the teaching of laborers the technique or skill required to do their various jobs.

During this period vocational schools outside of industry were advocated, but in general such schools as were established were not very successful. First, it was attempted to run them like other schools, using educational methods, and, second, they would train a boy to do one thing and he would get a job doing something else. Industrial training fits the man for the particular job to which he is to be or is assigned.

The next step in the evolution of training was the training of foremen. For a time that was over-emphasized. Industrial magazines discussed it, industrial schools worked out programs and methods, a Government bureau (Federal Board for Vocational Education) gave to it most of its time, and even the Chamber of Commerce of the United States made it a special study and published bulletins on how it should be done. That was only three or four years ago but already the swing is toward something else. The thing now being emphasized is the training of executives. The education of executives is also receiving a good deal of attention but what I refer to is training in the restricted sense as defined above. At a recent meeting of the American Management Association, this form of training was discussed to the exclusion of all others, and discussed by representatives of such companies as Henry L. Doherty & Co., General Motors, Commonwealth Edison Company and others. "Factory and Industrial Management" has published at least six articles on the subject during the last year. Research departments in both industry and schools are working on methods. Presidents of companies are interested. One of them, in an article in *System* said: "Teaching is our principal tool of management." Another said: "Management is 90% training"; and still another said: "The principal duty of any executive is to train the men immediately under him." These statements all sound like exaggerations to me but they illustrate what men are thinking, saying and trying to do in industrial organizations in the United States.

We discussed last year the idea as to who needs training. We agreed, I believe, that any man needs training who is not doing his job or some part of it as well as it should be done. This agrees with the industrial idea. The president who said that his chief job was training his department managers did not mean that he had a classroom to which these men came each day for their lesson. What he does is to study each man in relation to his job and decide just what that man needs most for that particular job. He then plans some way, method or device for putting it over. The plan might take him a week and the teaching process not ten minutes. In other words, he does just what you decided last year that you should do—make a record of the training needs of each man and then plan some way for them to get that training.

As here considered, training is not confined to mechanical jobs but includes mental jobs as well. The right point of view, or right mental



attitude toward one's job, is often more important than skill in doing things. Putting over new ideas, new policies or new points of view is the most difficult form of training. Merely typing the new idea and sending it to the field is not enough, for in this more than anywhere else it is true that "telling is not teaching." About ten years ago someone told us that we needed better standards, but only in the last two or three years have we begun to understand what this really means. (See "System" for February, 1927; Article by H. J. Tily on "The New Manager, Teacher of Technique.")

As said above, industry is now putting the emphasis on training rather than education, but its educational work has by no means been abandoned. Many corporations still have their own schools. These schools cover the entire field from "reading and writing" to graduate work for technical college men. The tendency, however, seems to be toward the cooperation with existing schools rather than the establishment of new ones. It was suggested a year or so ago in a Weekly Bulletin article that the Service might well turn over to the schools some of the educational work it is trying to do. This is probably true. The schools are equipped for that kind of work. They cannot do our training work, however. That will be done by us or not at all.

Another new project is being carried on by the National Chamber of Commerce. This is something new. It is correspondence courses for a Retail Lumbe

In the folk school is more important than the entire field, but it goes as far as you can. The most important thing is not on opinion but on trying to understand

**Suggestions for**

1. What should be the distinction between the folk school and the vocational school, considering that all the work all the courses that are being done are endeavor to get so
2. It is believed that all our training should be based on these needs must be a inspection of the lack of it, or how to have the training be
3. Discuss the accompanying pamphlet.

Job No.	1323
Date	1-25-30
Ordered for	2-2
No. of copies	300
No. of illustrations	600
Cost	
Labor	1.35
Materials	54
Work	45
Illustrations	
Types	
Printer	3.80
Total	6.14
Approved	
Signature	

ional work being the objective of the project. But what I mean is that the association gives a course for members, and in addition some of the work is made to cover the needs of you. You may personally believe that, however, depends on what we are all trying to do. The folk school is more important than the entire field, but it goes as far as you can. The most important thing is not on opinion but on trying to understand. The vocational work, using the folk school for educating. Courses, can we turn to give study to should we encourage to our men? Discussions in that line, needs, and that the job and an individual's education or that determines

for the accompanying

1  
76 Pe

## DISCUSSIONS LESSON FIVE

**S. A. Nash Boulden**

**Santa Barbara, California**

It is my opinion that training by the Forest should not include educational work as defined in lesson 5.

Men should be selected who have the educational qualifications necessary for the job to which they are to be assigned and then given training by the Service for the particular job to be handled.

Webster Robinson in "Fundamentals of Business Organization" says:

"Scientists have proved that men are from birth, unequal in mental and physical capacities—that even the possibility of developing particular capacities varies to a remarkable extent in each individual.

"These inherent differences may be modified or enhanced but almost never completely overcome by subsequent training."

Webster Robinson also says: "A supervisor should not be burdened with the task of planning the work and formulating standard practices and instructions as well as supervising execution."

This brings to my mind a question I have often thought of.

The percentage of first class rangers as we would like to find them is too low, but maybe this is due to the multitude of jobs required of the rangers, which includes executive, laborer, supervisory, public relations, etc., requiring tact, diplomacy, broad vision, strong physique and mental alertness.

Is it possible to find and interest a great number of such men in ranger work?

One ranger is good at one or two things and a few are good at all of them but the latter are in the minority.

Should we have another Civil Service grade below the Forest Ranger as a stepping stone to the ranger position, or would it be possible to make a further division of the ranger's position in order to eliminate the need for so many qualifications in one man?

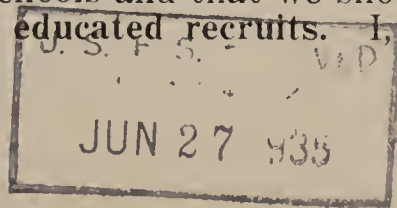
---

**James E. Scott**

**Laconia, New Hampshire**

Within the limits of its own facilities—available now or reasonably obtainable—the Service simply can not both educate and train its personnel.

Education, as defined in this lesson, can and should be left very largely to the schools. This can be done with reasonable prospect or promise of good results. Before the Recruit enters our ranks he or she can be subjected to and required to pass very definite and practical tests of educational fitness. With respect to the Forest Schools we can, if we will, contribute to curricula material which will help bring the educational system into much closer relationship to the actual forest protection and management we have to practice. I believe that properly prepared and presented such material would be welcomed most eagerly by most Forest Schools and that we should soon be repaid one hundred fold in better educated recruits. 1, of





attitude toward things. Putting most difficult it to the field that "telling we needed be we begun to u ary, 1927; Ar nique.")

As said rather than e abandoned. N cover the enti technical colle cooperation w ones. It was s the Service mi work it is tryin for that kind o will be done by

Another note  
carried on by the  
Chamber of Commerce  
is something more

correspondence course in banking, open to all employees or members, and a Retail Lumber Association gives a course in accounting.

In the following lessons we will bring up for discussion some of the more important phases of training. No attempt will be made to cover the entire field, but here as elsewhere no limits are placed upon you. You may go as far as you like and discuss those things which you personally believe most important to us. What really is most important, however, depends not on opinion but on the total "situation," and this is what we are all trying to understand and interpret.

### Suggestions for Discussion.

1. What should be the Service attitude toward educational work, using the distinction made in this lesson between training and educating. Considering that almost all schools now give home-study courses, can we turn that work all over to the schools, or should we continue to give study courses that are primarily educational? To what extent should we endeavor to get schools to cooperate in offering special courses to our men?

2. It is believed that you still agree with last year's discussions in that all our training work should be planned to meet concrete needs, and that these needs must be determined from an analysis of the job and an inspection of the work itself. In other words, it is not a man's education or lack of it, or his likes and preferences, or what he says that determines the training he needs but the way he does his work.

3. Discuss anything suggested by either the lesson or the accompanying pamphlet.





course, do not imply that education can or should be considered as complete when the recruit is introduced. It should continue with all of us until we make our last "special report", and as a secondary feature of its **organized Personnel Development system** the Service should continually stimulate and guide the process.

Certainly, however, from the moment when the recruit first pins on the badge success in meeting definite forestry or administrative problems is the goal, and **Training**, therefore, the crying, continuous need upon which our personnel efforts should be heavily concentrated. This job we must do ourselves. No other agency can do it for us.

The training needs of selected individuals must be studied and recorded and training assignments provided to meet these needs specifically. The training needs of classes or groups within our ranks are susceptible to similar treatment. For example the "minimum" requirements for first year training of Rangers, Junior Foresters and Forest Clerks.

A very large share, perhaps most of our training must be done right on the job in the field or in the office where individuals or small groups will train under the close personal direction of qualified trainers. The long taked of "training Forests" I believe are necessary, logical and practical, and could be in full swing today had the Service ever wanted them as earnestly as it has wanted and driven for other things of surely no greater worth.

Courses, such as this one should doubtless continue to have an important place in the program, and will have greater value, I believe, as they become more definitely **training** courses.

One of the most serious contributory causes of delayed and inefficient handling of our current work and of unnecessary paper work is the universal failure to understand and apply established policies and procedures to particular situations. The old Manual Review courses had considerable merit in this connection, and I believe a logical development of the idea might be found in what I would term the "Sample Case" training plan. Briefly this would involve an analysis of the cases or situations commonly encountered by Clerks, Rangers, Supervisors, Inspectors, and on up the line, the selection of situations in which difficulty is commonly experienced and the organization of such situations as lessons in home study courses. In an earlier lesson or in supplemental reading someone has said, "We learn executive management by solving executive problems." Let us put our home study training courses for each class or group on the basis of "problems and solutions". Let us organize our classes more definitely and rate on proficiency in such studies as one item in our general rating scheme.

L. G. Hornby

Kalispell, Montana

It seems to me the material of this course rather confuses training of executives with training **for** executive positions.

A corporation, if training executives might be dealing with 150 persons, but if training for executive positions might be training 1,000 persons. The training subjects and methods as well as the persons trained would be decidedly different.

With the Forest Service training work I would like to see us keep our feet on the ground. Every Forest Officer of every grade needs training. Effort expended (which is also dollars) should be determined by the probable value of returns and should be placed first where the largest possible returns are evident.

I haven't the exact data on classes of Forest Service employees but roughly it is about as follows:

**Rangers** Includes assistant rangers and some technical assistants.

This is the group from whom our future executives higher than rangers will come

**Supervisory and Inspecting Officers** higher than rangers. Includes some technical assistants and all officers inspecting considerable parts of ranger work. Excludes Experiment Station men.

Supervisors' Staffs .....	400
District Officers .....	139
Washington Officers .....	20

559    559= 38%

1485=100%

Ratio of rangers to those inspecting his work  
(Please jump on this if I am seriously in error)

926  
——= 1.7  
559

I did not expect this result. I thought the ranger group would be much larger in proportion. After doing this, I draw the following conclusions.

The 38% are in control and they are the men who determine everything the ranger class does.

It is the responsibility of this 38% to determine its own functions before it is ready to say what training the ranger group needs.

If our training efforts are divided between these groups in the ratio of the number of men in each I think the emphasis will be about correct.

It seems to me that 38% of training effort expended continuously on supervisory and inspecting officers should insure that the most needed training will be given the ranger class.

The training should be in such phases as a higher group decides a subordinate one is deficient and not decided by the desires of the employees trained. Any group or individual could frequently assist in deciding the deficiencies, after participating in making a job analysis, job specifications and job description.

The total volume of training worth undertaking must be an estimate. Experience will give checks on its value compared to its cost. We should be sure that our accounting scheme is correctly recording this cost.

C. L. Perkins

Elkins, West Virginia

An employee's educational work should be complete or completed to the extent to meet the requirements of his job prior to being accepted by the Service for the job. The employees educational work should continue through his years of employment. This self-improve-



ment should be acquired on the employees own time and at his own expense by home-study courses, correspondence courses or such home study as the employee may choose. If he is at all ambitious, he will do this for cultural training, for training for advancement and for pure pleasure of study.

Training should be provided by the employer, (The Service) planned to meet concrete needs. It is said that every worthwhile employee has a potential value entirely aside from his immediate, observable value. Training of employees by the Service will afford the Service a chance to profit by his potential value. The training of employees falls in four phases.

1. The training of new employees for their respective jobs.
2. Training of employees already on the job in their daily tasks.
3. Training for the accomplishment of new ideas, new systems, new methods.
4. Training for advancement.

It is believed that the first three at least should be for the most part compulsory training and accomplished on Government time.

The job specifications for the various jobs should be the basis for the training of new men, training the new employees to meet the requirements of the specifications. As these various specifications are standardized for the Service there is apparently no reason why the training of new employees should not be made standard. Central training camps or schools for rangers, land examiners, transit men, clerks and possibly technical assistants should be provided for on each district. Similar training camps are provided on some Eastern Forests annually for the training of new men as guards and wardens. As for supervisors, it is usually the practice to "turn 'em loose" on a new assignment, calling around a year or two later to check up the results. No doubt there is some room for improvement in the training of new men for this position.

Training men already on the jobs in their various tasks is more difficult and should be more flexible. The need for such training can only be determined by an analysis of the job and an inspection of the man's work. This analysis and inspection work will show any weak points where he needs strengthening by special training. Such training should usually be applied on the job. It frequently happens that an entire unit or organization is weak in one phase of the work and needs intensive training. For example, a series of bad fire breaks on a forest or district will when inspected show clearly the need of a "stepping up" of training in fire control work.

It frequently happens that new ideas, new methods, and new systems must be put across to the organization. The training in the new methods call for special plans. It is very unlikely that such new methods and the plans for training the men can be foreseen sufficiently to include them in a manual of training. However, the plans and methods of training for the new system or new methods can be standardized for the Service, where the new methods are to be applied Service-wide.

It is believed that training for advancement should not be compulsory. But such training should be available for those who have the desire and initiative to work for advancement. Such training should as a rule be accomplished in the time of the employee.

It is believed that all four phases of training except the second should be standardized for Service-wide practice and included in a manual on training of personnel. It is believed that the second phase, training of men on the job in their daily tasks, should be based on general principles and flexible enough to meet varying conditions. It is not thought possible to obtain the aid of schools in this training work. The Service should be capable of training its men.

The educational work or educational improvement should be obtained by the employee on his own time according to his own likes and preferences.

W. G. Weigle

Seattle, Washington

The attitude of the Service should be to do a lot of training and very little if any educational work. Our public and private schools, colleges and universities should provide for the fundamental, advanced and special education and men entering the Service should be required to measure up to a certain educational standard before receiving a permanent appointment. If a more advanced stage of education is desired or a broader training in some specialized line, the employee should be given a furlough so that he could return to one of the schools giving such advanced courses.

Most employees in the Service would welcome the chance to take study courses and develop educationally at the expense of the Government if they had time to give the work the attention it should have but most of us have more work now than can be done during office hours, consequently the educational work must be taken care of entirely during the evening, subject to interruptions by guests, radios, children and other disturbing factors and the results are very unsatisfactory.

The Forest Schools very much desire to cooperate with the Service in a way that their courses will take care of the field of work we cover, therefore, if special courses are desired, the schools will be glad to provide for them. As to short courses, there may be a field for them but it would appear that the time had about arrived when more should be required than what is usually given in a short course.

Training has become a very important part of the management job. Each Forest has one or more training camps each spring for the purpose of training the short term men employed on account of fire prevention and suppression. In addition to this, the training work is in progress throughout the season on every project. All training is to meet concrete needs. In the training camps, the men are separated into small groups so that individual training can be done.

The trainer should of course be quiet, friendly and considerate, always having in mind the good of the trainee. The training of young men is much easier than training middle aged or elderly men. Many of the men other than the young men are scared of training and embarrassed to have it known that their knowledge is incomplete. Therefore, in order to hide their lack of information, they say they understand the work in hand when they do not. Such men should be trained separately when possible and with much care.



It has always seemed to me that our training activities should be centered upon the development of skill in doing the things that we need to have done, leaving it to the individual to make such personal investment in "education" as may be necessary to build the foundation upon which the training superstructure is to be erected. If he is not willing to invest his time and money to this extent, we should seek a man who has this willingness. Certainly employment with us is worth while enough to justify some real effort to gain and hold it.

Why, for instance, should we conduct courses in English and in Elementary Surveying? Commercial correspondence schools are available for this purpose at a reasonable cost. With proper presentation of the need I am inclined to believe that one or two schools could be persuaded to take over our Elementary Forestry courses. We should make this effort in order to free ourselves for the real training job that we have.

No school experience fits a person for the actual doing of specific tasks, except the trade school. A school may teach the theory of "scaling" but "training on the job" is required to make a scaler. The same situation exists in all of our work; we, like other institutions, have developed our own methods for the actual doing of work; we need to train men in these methods. The general principles upon which our work is based may be learned elsewhere, but nowhere else may a person learn how these principles are brought down to earth and applied in the accomplishment of our specific tasks. It should be the function of schools to educate by developing understanding and knowledge of general principles, and men should look to schools for this; it is the function of the organization to train in the application of these principles to its work, and in addition to both educate and train in such work as is not covered by school curricula; as for example, fire control principles and practice. This applies to the personnel of our permanent organization.

We must expect to do a considerable amount of "trade school" training with both our permanent and temporary workers. Men need to be taught how to build fire line, how to locate fires, how to use tools, how to do the many specific administrative jobs that we need to have done. No one else can do this training for us, and if outside help was available, it would likely be poor business practice to attempt to use it.

The shoemaker should stick to his last; let us concentrate upon our "trade school" training job and leave academic education to the school.

Wm. V. Mendenhall and Warren T. Murphy

Los Angeles, Cal.

It is conceded that training must be based on facts that are determined through job analysis. Job analysis has brought home to us in many cases the fact that we cannot adopt a uniform scheme of training for all positions and unless we determine our training methods from a thorough analysis we are very apt to find ourselves training men for work that they will never be called upon to do. Even in the

rangers position some men are required to do lines of work that other rangers never have occasion to do. There are occasions when a ranger must be trained in the detail of running a typewriter in order to carry on the work without a material loss of time, and he should be trained in that feature. There are other rangers that must be trained in the knack of dealing with the public in a very diplomatic manner, and there are others that must be trained in some special lines, such as grazing, timber sale work, etc.

Referring back to some of the previous lessons, I will admit that the Supervisor's problem of getting the right man in the right position will help considerably in planning the training necessary for certain jobs, but all in all the final key to the training needs is the job analysis and the follow-up inspection on the way a particular trainee does his work. In addition to the job analysis, it is very vital to the training of the men that adequate standards be set up that will tie in with the job analysis and give the task of training a definite measure by which its success or failure may be gauged. In previous lessons we have discussed various ways in which job standards may serve our purpose but in no one phase of our work are they more important than in the training of the men on the Forest.

Notwithstanding the fact that the general trend of this discussion has been away from short term men, I still maintain, as has been asserted by many Supervisors in previous lessons, that the biggest problem on the Forest is the training of short term men and under the definitions in this lesson of Training and Education, our short term problem is strictly one of training and I am wondering if in the past we have not allowed the educational feature to predominate in our training camps. I know in many training camps we have attempted to teach the short term man what his job is, what the policies of the Forest Service are, and what his responsibilities are, rather than attempt to make him more skilled in the particular job that he might be assigned to.

We have five different classes of short term men on this Forest; namely, lookouts, patrolmen, dispatchers, registrars and fire-truck drivers and each one in these different classes should be skilled in the particular job they do. For instance, a fire-truck driver should be skilled in the mechanics of his truck and the handling of power pumps of all kinds, and he needs to know nothing about lookout reports, weather or fire reports, camp boss duties, or any of the other jobs that might fall to a patrolman, and my conclusions are that it points to the need for more intensive training for short term men and longer periods of training, so that they do become skilled in whatever they are doing. Our whole objective is to so skill these men so that our work is done in a manner that actually reflects in our elapsed time record of fires.

Another topic suggested to us for discussion is brought up in the reprint of the Directors' Report to the Twelfth Annual Meeting of the American Council on Education, and concerns the establishment of closer relationship between the academic quality and the work-a-day quality. We believe that in the Forest Service we have felt the effect of the Forest School policy of inculcating knowledge in the students rather than developing skill in the performance of duties that they may be called upon to perform. We realize that it



is not the purpose of this lesson to discuss the conduct of Forest Schools, but we feel that the Service would benefit if skill in the performance of duties rather than the manner of acquisition of knowledge was emphasized in the Forestry courses as given in the Forestry schools and colleges. The emphasis of skill in the schools would make it possible to use Forest Service standards and job specifications in the conduct of the Forestry courses and would give the man in the field and the Forestry teacher a common ground on which they could meet.

Rex King

Safford, Arizona.

There is no doubt but that where a concrete need for training is evident that the training should be done, but I don't see how we can expect to foresee all the needs. The larger portion of our results are obtained through other people in a constant succession of contacts and dealings with varied classes of people. Success generally depends on the skill of the man, and I see no way of increasing that skill except through education and building up in a general way. Perhaps you will say that this building up process through successive discussions, going over passed cases in detail, or hypothetical cases comes under the head of training.

It seems to me that there is a border line between education and training, as defined by you, which is important in the Service. I mean mastery of the Manual, range management, and similar subjects. A man's efficiency depends a great deal on them, but they are difficult for a supervisor to handle as training. They are too big for one thing. They could, I think, be advantageously covered by courses—frequently repeated if necessary.

No matter what term is used, every job must be shown to be related to our objectives or principles. A logical man is not apt to learn quickly or well unless the reason for the job is apparent to him. Personally, I believe it is better to begin at the reason or objective and work down to the job and without too much emphasis on any one particular method of doing the job. If a man knows where he wants to go and has steerage way and even a moderate amount of ingenuity he will get around situations that look very formidable at first.

J. W. Humphrey

Ephraim, Utah

1. Educational and training work should both be undertaken by the Service. Training in the various Forest activities may be necessary for all new men. However, for the men who have served many years, unless new activities are developing, we can hardly say that they are in need of training. What they need is educational work. Many of the officers of the present Forest Service organization entered the Service at a time when the educational requirements were considerably lower than the present standard entry requirements. In fact, men in the early days were often selected because of their experience in grazing and timber work or in other Forest activities. Many of these men have helped to train Supervisors in the management of certain activities. So, for such officers, it is educational work that they need. Their English, their spelling, their letter writ-

ing, their sentences in report writing, etc. can often be improved. It is absolutely necessary also to keep them enthusiastically interested and active if the local organization to which they belong is to be kept from lagging behind similar organizations.

Possibly one trouble arises from the fact that we assume that some men's capabilities are so limited that there is no use in attempting to develop them for a higher position, especially when the individual himself appears to be satisfied with his present position and shows no desire to grow to meet higher responsibilities. For such men we should be careful that our attitude and their own outlook does not keep them from accepting the chances they have for improvement in their present position. I fear that in the Forest Service many of the Supervisors have been inclined like the author of "Organized Training in Business" says, to avoid the older workers in our educational or training programs, even though for all such men we are planning on continuing them as a part of the Service organization indefinitely.

A disadvantage that would be met up with if schools were to take over the Service correspondence work is that considerable time might elapse before the officer would have a chance to put into practice the things he had been studying, and it is said that the most economical time to learn anything is immediately prior to its use.

When educational work, such as a course in English is undertaken by an older employee, his former habits and environments are usually such that he fails to get as much out of it as he should, unless the subject is kept constantly before him. Carelessness in this, as in many other cases, is the greatest enemy to self improvement. A good, live clerk or other officer can, if they take the time, by carefully correcting rangers' diaries, help them to at least overcome carelessness in writing up the day's work. Improvement in spelling can also be brought about in this way.

Our failure to provide the proper incentive may account for an officer losing interest in his work and for his failure to meet his responsibilities as well as could be expected of him.

I am of the opinion also that his superior officer is also neglecting his duty where he fails to plan his work so as to get the necessary response from each of the men under him.

**Hugh B. Rankin**

**Medford, Oregon.**

Education is desirable and the Service should choose men with at least enough to fit them to meet all classes of people and converse in a manner that can be fully understood and that will not reflect discredit upon the Service.

Training is a very important function of management and while management may be held responsible, the job belongs to the entire personnel of the Service as delegated. To get competent men they must be trained and tried.

To be just toward all, the jobs should be analyzed and the training done on the job and every man given to understand that success depends on the quality and quantity of work done. To do forestry work one must have had experience and a man can not be expected to go alone to do work that he has never done before without some failures.



A man may have had schooling experience in doing enough jobs and still lack sense of direction to such an extent that he becomes useless. The Service should have men capable of doing all kinds of work and stay clear of beginners that are only going to fit into certain jobs.

---

**Frank Price**

**Willows, California.**

Because of the diversity of work which a forest officer is called upon to perform, any educational course other than one especially prepared for the job will fall short of its objective.

If schools are available that are giving such courses, I believe that we can leave the educational part of the program largely in their hands and concentrate our energy on training.

I have often wondered why the Federal Government has never established regular schools in which its employees, before entering the various departments, might obtain the necessary education to fit them for that particular job. If many of the corporations and large companies consider this good business, it seems that Uncle Sam, who is probably the largest employer of all, should consider it a good policy also.

However, in turning our educational work over to schools and colleges, we lose the opportunity to instill in the mind of the scholar our Service traditions, the esprit de corps and the loyalty to the job that are so indispensable. The right type of man will absorb these in training, but valuable time will have been lost and the training process slowed down.

I am strongly in favor of continuing the study courses for the man in the field, whether or not he is a graduate of a forestry school. After once entering the work, little time is available for him to attend school, and a home study course is a stimulant to the graduate and a real opportunity for the man who has not the advantage of a forestry education.

---

**C. C. Hall**

**Albany, Oregon.**

It is believed that we should continue to give those Study Courses that are felt necessary to meet out peculiar needs. The schools seem to be doing a fairly good job as far as general educational work is concerned. What we need is some method of training on the job that is more economical and more effective.

This refers more particularly to the temporary men. I do not believe there are any Rangers or Supervisors but feel that we are failing to get our money's worth in the group training practiced in the last few years. That we do fail is shown by the failure of second or third year men to hold the knowledge from their first or second year training. I do not see how it will be possible for the schools to do otherwise than give them general educational work and which does not mean a training that will fit them to take over a job and handle it creditably.

I do not feel that training the permanent men is as much of a problem as training the temporary man. For one thing, we have the permanent man with us and can train and correct year after year,

while only a portion of the temporary men stay with us for even three years, and for the time they are at work the money expended seems excessive.

What we need more than anything else is a better method of getting over to the men the knowledge they can adapt to their work and a more economical method of doing it. There is by far too much lost motion and too heavy expenditure for results achieved.

Lee P. Brown

Medford, Oregon.

Some colleges are seriously considering their relations to alumni. Professional schools are offering consulting advice, special courses of study, facilities in joint research and the like to their graduates. In short, college education no longer stops with the giving of a degree.

I believe that in a few years the Service can expect the forest schools to establish close contact with the educational needs of their graduates and provide in some way to meet these. The Service could hasten this by encouraging and collaborating in educational courses designed to meet the needs of foresters in Government employ, both State and Federal.

There will always be a need for special training courses in the Service, but they should be training courses as distinguished from educational. For example, believe that the supervisor's training course of a few years ago in D-6 paid dividends in hastening and developing better inspection and follow-up and in establishing some standards of performance.

Training courses are of two varieties, group training and individual supervision on the job. Both are needed in the Service, each in its place. We have our ranger schools and guard camps and they pay. Supervisor's conferences have always been considered good business. Private corporations have their conferences and training schedules worked out in some instances from the skilled laborer and foreman to manager and major executives using both training methods as needed to fit conditions. Probably the same, if used carefully and not overdone, would pay the Service.

I have three notes from the reading in this lesson that I think worthy of remembering:

a. Constant education keeps people pitched up to a degree of alertness which makes orders unnecessary.

b. The most important function of management is teaching. A manager teaches in every phase of his work and gets real assistance from his people. A boss gives orders and carries the load by himself.

c. Training and supervision are different functions, but no hard and fast line can be drawn--the two blend.

Donald E. Clark

Laramie, Wyoming.

The first question which is asked today when a ranger is being considered for promotion to a supervisor's office is: "Has he passed the J. F. or J. R. E. Exam?" In the case of some capable and industrious eligibles, the answer is: "No, and they are unable financially to take the four-year college course." The value of such education is admitted in connection with the supervisor's job. The outlook for



these men is not very bright from their view-point, yet it is felt that they would do well in such a position. In very exceptional cases, certain industries have furnished the financial means. The attempt to study on the outside for such courses, without instruction would, no doubt, be of value to the man, but not sufficient for him to pass the examination. Cannot the Service well afford to provide for such instruction from members of the Supervisor's staff? It would take time from regular lines of work, but it would be worthwhile, I believe. If not, why the J. F. and J. R. E. exams? The Service could well afford the granting of scholarship in exceptional cases, as does industry, the major portions of the college work to be taken during the slack winter season.

---

**W. B. Rice**

**Emmett, Idaho.**

In District Four the study courses include both Manual review courses, which are required, and general educational courses, which are optional. These courses are, of course, valuable but do not take the place of training. We should continue to give the Manual review courses in order to keep Forest Officers familiar with the regulations, instructions, and policies. Strictly educational courses should be left to the schools. Education along general lines is a function of the school or college and not of business or Governmental organizations. They are trained to do educational work and can accomplish better results. Suitable courses should be recommended to the personnel.

Our present training standards which call for the assignment of new rangers to training schools, to be followed by individual training on the job, seems to be in line with the best modern methods. We are still far behind in putting these standards into effect, due to lack of sufficient funds and also to the inability of many of our men to put over individual training. We need more training schools and probably also a few lessons for the older personnel on "how to train".

**J. V. Leighou**

**Hot Sulphur Springs, Colorado**

The service attitude toward educational work should be toward training and not toward general education. Admitted that education is desirable it should, however, be acquired outside of the service. We should aim to pick men with education, by this we need not necessarily confine ourselves to those who have attended the regular institutions of learning. Many persons have a good education that has been secured outside of school. The ability to think is the most important factor derived from schooling.

Training should be directed toward giving the trainee a thorough understanding of his job and not merely the mechanical part of the job. In other words, it should be aimed to show him the "why" for doing the job in the best possible way. What the new man needs largely is a thorough grounding in regulations and instructions, while the older man should be given training in the handling and coordination of the work. Not that the new man does not need this, but it is rather difficult to teach him until he gets on the job.

Richard L. Bigelow, M. M. Barnum and L. S. Smith Nevada City, Cal.

We agree that the way a man does his work would indicate the training that he needs. Before we can determine from the way a man does the job what training he needs, we must have a detailed job analysis and then inspection.

Under "Organized Training in Business", page 6, is given a very clear exposition of the steps the trainer should follow in training and we feel that in answering question 3 we cannot do better and wish to call attention to the statements: It stresses in rule 3, to emphasize the right way of doing a job. We believe that in looking back over our inspection work that we emphasize too much, and dwell on the wrong way, or mistakes that a man makes. We should like to quote from this same bulletin the qualifications of a trainer: A good trainer must be friendly, must be patient, must have the trait to follow through, and be forceful.

G. K. Fenger

Cass Lake, Minnesota.

3. Our organization does not differ greatly from the foremost industrial and commercial organizations in this one instance, that they are all becoming increasingly complex. When I, a number of years ago, entered the Service, I was met with regulations, policies, rules, manuals, handbooks, and a galaxy of forms and reports that seemed numberless. My immediate reaction was confusion and worry. but in time, with training, it was all assimilated.

For new men entering the Service, our training schools are fine but too concentrated, I believe, for the short period set aside for a complete introduction to our many activities. The accompanying booklet brings out the need for a training program, one step at a time, if complications are involved. European foresters have followed this form of training for a number of years, in fact, their training period is much longer than ours. My suggestion along this line would be to draw up a definite program of training by activities or groups of similar activities not too involved, and take these up in succession, not leaving one to begin another until the previous one had been mastered. It follows, of course, that the trainer gives instructions and that he later "follows through" to check up on results.

Walter G. Mann

Kanab, Utah.

In the early days of the Forest Service there was a lot of jealousy or antagonism between what was termed "technical" men and "practical" men. The reason seems to have been that the practical men knew the "how" and the technical men knew the "why". Then the Service began to give the men from schools a chance to acquire skill in direct application of methods, and it was found that the man who knew the "why" was the best officer after he had learned the "how". Also they gave the men who had grown up on the practical end, a chance to learn the theory and ideals of his work. The result is that now there is no fuss and trouble because of technical and practical men. The technical man is practical, and the practical man is tech-



The educational work of the Forest Service in its personnel has been a fine thing. I doubt that the schools are prepared to give the courses that will furnish the knowledge required to obtain a certificate of practicing forester in a home-study course. If the schools had home-study courses that would meet the needs of Forest rangers, and the Forest Service should discontinue its educational work, then there would need to be some incentive or some encouragement of some kind by the Service to interest the personnel in taking the courses. The Forest Service will of course be primarily interested in training, but it should not abandon all educational work.

One of the first things in training is to get the men to feel a pride of organization, that they are a part of a big concern that is doing things. This applies also to fire guards; if they can be made to understand the reasons and the why, they take a deeper interest and the details of the training job is put over easier.

J. F. Conner

Custer, South Dakota.

1. I believe we should turn over to schools study courses that are purely educational as rapidly as it can be done but we will always have a few men in the organization that will need these home educational courses and such educational courses as are a real help to the man that has not had the benefit of a higher education should be retained. We have within the organization valuable employees whose general education has been limited. We cannot expect, neither do we desire that such men either drop out or take leave to attend schools where educational courses such as they require are given but we should continue enough of these educational courses to enable ambitious employees to acquire a general education in the subjects which will be useful to them in their work. In the selection of new employees we should endeavor to get men who have a fair general education along the lines that will be useful to them so that it will not be necessary to offer them educational courses but may concentrate our efforts on training for specific jobs. It seems to me that there is a need for better understanding of schools as to the needs of the Forest Service and the work that will be expected of new employees. It is generally agreed that of the college trained men that are now coming with the Service as rangers not more than half will advance above that grade but must remain with a ranger job if they stay with the Forest Service. If this is the case it seems to me there is a need for a shorter course in our colleges that would take a high school graduate and fit him for a ranger job in, say one year. This would not take the place of the training we must give the man to qualify him for ranger work but would give all the general education necessary.

James E. Gurr

Austin, Nevada.

Education, as conducted by the many and various schools, is of course very splendid, and the many systems involved teach and clarify the techniques of the chosen professions. That this applies in a general way to forestry and the application of its principles is also recognized; never-the-less within our organization there are many details that schools do not and probably never will care to take up. Our

manual review courses as an example, should be continued, since this is probably the most effective or efficient way in which the new employee can acquaint himself with the legal requirements, standards of performance, etc., of the Service. This part of our present correspondence courses should continue mandatory as it now is.

Perhaps, however, this can and should be considered as training. The distinction between education and training is so fine at some points that it is almost impossible to differentiate between the two. As I view it, education implants the theory of doing things—the ability to recognize and analyze problems in a general way—while training specifically qualifies the person or persons in the work or jobs to be done and emphasizes the best methods or practices for doing the work at hand with the highest degree of efficiency and with a minimum of effort.

Schools probably are now equipped to take over most of the educational work that the Service is at present endeavoring to carry on. The value of apprenticeship as employed in many different businesses should be kept in mind, however, with its aspect and value to forestry, and in my opinion no attempt should be made to entirely discontinue educational facilities within the Service.

W. G. Durbin and J. S. Everett

Susanville, California.

There can be no question but what the Service should encourage more education. We do not mean that it should be necessary for men wishing to enter the Service to have a higher education than the present requirements. It would seem a long step in the right direction, however, if some means could be devised whereby any member of the Forest Service could be given an opportunity to take a home-study course in any subject pertaining to the work of the Service that he wished to take up or that his Supervisor believed he should become better acquainted with.

By cooperating with the schools it seems that the major part of our purely educational work could be better handled by the schools than by the Service. There is, however, always going to be a need in our organization for some study courses that are primarily educational. Our field of activity is constantly expanding and new and better methods of handling old activities are being worked out. Before we are ready for training in new activities or new methods, some educational work will often be necessary and will shorten the training period. A case in point is the Job Analysis. Could not the Service have profitably had a study course covering this field before adopting it? In other words, while the schools can care for our main needs, there will always be a need for the Service to give some courses that are primarily educational.

Sometimes you find a man who is an apt pupil and with but little training can get a good grasp of how to do almost any kind of work and why it is done that way, but these men are exceptional. We find that the men who are really making a success of their work are those who have had a finished education in some definite line, followed by a thorough training in that work. The point we wish to make is that the Service is constantly confronted with new problems to solve, therefore, it is all important that advanced planning in the way of



education be done in order that the person may have a better background before the time for his training in this particular work becomes necessary.

**E. J. Fenby**

**Tacoma, Washington.**

Training by experience is continuous with everyone in active service. Anyone following the same pursuit for any length of time is very likely to become adapt at it in his own and receives advice and instructions from his overseers; so training consciously or unconsciously is ever present with us. It will be more profitable if made consciously by the supervisory officer to the recipient. Thus far it can be carried on aside from any prescribed course or group instructions. The latter is adapted best for apprentices and in this the Forest Service could very well exert itself along the following lines:

Assemble a group of probationary rangers and junior foresters for classroom instruction on Forest Service policy, tradition, manuals, office procedure, etc., after which the individuals would be assigned in rotation to assist experienced officers in all the varied field activities. This training would cover the probation period of appointment and sift out the inadequate individuals. It would have to be set up as a project and financed accordingly as the productive work would not compensate for the expense during training. In this way vacancies would be filled by men having a working knowledge of their task including features out of the ordinary routine for the locality in which they are placed.

**William R. Kreutzer**

**Ft. Collins, Colorado.**

1. We should not give courses that will compete with the established forestry courses in our schools. Our study courses should aim to bring out the practical application of forestry to problems as they confront us from day to day.

Study courses to supplement the demonstrational training on the job, and conference training will be needed by most of us and should be continued. What I seem to need most at the present time is to know how to systematize and use effectively what I already know about forestry. The young men from forest schools entering the Service need well worked out (right) methods of just how to apply the knowledge they have acquired in the forest schools.

I should say our educational, as well as training courses, should be directed along this line. I wonder how many of us really know how to make real job analyses, or how to prepare, revise, and use methodically our plans of work as we should. It seems to me that some very valuable lessons, as well as training, might be introduced in relation to the making, keeping up-to-date, and proper application of timber management plans, unit grazing plans, etc.

Such home-study courses as English, mathematics, botany and the like should be secured from resident and correspondence schools.

Arrangements should be made to secure special courses (correspondence or resident) with schools for any primary educational subjects that may be needed by our men for securing the proper results in the work assigned to them. Quite a number of men in the Service

have taken correspondence courses and some are taking them now to improve their general education and to specialize. Courses in group leadership, job analysis and how to build up and properly take care of our forest business seem essential at this time.

**J. F. Brooks**

**Missoula, Montana.**

I believe the Service might well devote its activity to training as distinguished from education. Before the Service went in for helping employees improve themselves, quite a few men took commercial correspondence courses, ranger school short courses, etc., at their own expense, but, no doubt, many held back because of the cost. University extension departments, the I. C. S. and similar institutions are certainly better prepared to teach English, mathematics and the more strictly educational subjects than is the Forest Service and it is an imposition to ask an unqualified Forest officer to assume responsibility for preparing assignments, grading and correcting papers when a school would not think of putting anyone but an educator on such work. We do not operate hospitals, manned by Forest officers, and educating is just as specialized as medicine. By all means, the home-study courses should be in the hands of schools, which can do them justice. I can speak with feeling on this subject, for I spent a winter on District One's study course work and floundering most of the time, particularly with the more strictly general educational subjects. I believe we might cooperate with the schools to the extent necessary to make it worth their while to offer special courses for Service people. The Service should bear the expense and guarantee the schools a certain enrollment, possibly, as it would in some cases require their employing extra instructors. The most nearly qualified men in the Service should collaborate with the teachers in determining the needs of the Service and best methods of satisfying them.

The statement in the lesson seems to cover in a few words a principle which is entitled to more observance than it is given. Some men recognize their weaknesses and take advantage of every opportunity for experience or study which will help overcome them. But, too many devote their attention to phases they like best, which are usually the ones they handle best. We need more required subjects in our training "curriculum" and more study of the needs of individuals. In this District, the only study course which is required, is the Manual Review. There is a very good course called, "Finance and Accounts for Rangers", which might well be made required for those who show a weakness in handling fiscal matters. And other courses, which will definitely help a man in handling the activities which trouble him, should be given him before he starts in on studies which he likes simply because they strike his fancy. On the other hand, those responsible for training may be just as prone to overlook the individual's needs in favor of their own hobbies. I once heard a ranger, in guard training, going at great length with a bunch of lumberjacks on the importance of taking care of their tools. Those fellows were of the kind who hide their axes at night to keep some greenhorn from getting hold of them. But the matter of making out fire reports was touched on very lightly, although needed very much by those particular men.



I think **one** of the principal duties of an executive is to train men immediately under him. If an executive fails to surround himself with well trained men he is not likely to be successful in his work. Seldom an executive steps into a position where all subordinates are well trained and even though they should be, continuous training is essential to success in any administrative work.

Home-study courses in training one to meet the Service problems is a good investment for the Service and should be continued. Home-study courses that are primarily educational should be handled by private schools.

The result of a man's work should be the measure for determining the kind and amount of training he needs. To get a true measure of accomplishment for determination of needed training, would require a careful analysis by activities rather than a brief inspection. Home-study courses are of inestimable aid to a man actually doing the work about which he is studying. To one not actually doing the work, the study courses would mean little more than interesting reading. We do not have the time to devote to some course of study not applicable to our every day work even though he may be interested. It would be hard to interest a busy Forest Officer in Alaska in a Spanish course while one in the Southwest actually using the language is interested in improvement. The same applies to training in all lines of work. Learn a man's needs in training by analyzing the results of his work, select the proper course for him then don't expect him to become proficient in a short time without personal contact and directed training on the job by the executive to whom he is responsible. Because in the final analysis, directed training in the field, supplemented by either written instructions or a home-study course is the most desirable method of training.

---

**Lester Moncrief****Pendleton, Oregon.**

The education we are concerned with is only that which will produce better results on the job. If a man is educated in mathematics and science and languages and economics he is a better man in any position, but a much narrower field will increase his value in his particular Service job. Perhaps education in slide rule methods would be of great benefit to executive assistants. Such a course then would be justified where a general mathematics course would not.

The guard training programs which I have participated in were developed I believe more from job analysis than difficulty analysis. Yet difficulty analysis in this case should simplify programs to the essential details and make them more effective. It is part of the guard's job to keep his station neat, to repair phone lines, to run simple compass lines, to fight fire. But many of the items do not present sufficient difficulties to be given much attention in a crowded formal course. The difficulty analysis might show that the vitally important part of the whole job is the ability to put out the individual fire.

No doubt a majority of the Forest Service personnel has received benefit from the educational study courses of the past several years. Had the same courses been obtainable from schools or other institutions it is doubtful if the response had been the same or the degree of success as great. Esprit de Corps was the urge—a fellow Forest officer, even though unknown through personal contact, was passing on the answers with a Forest Service viewpoint. While I admit that training is the important function, I also believe that some educational courses can best be worked up by the Forest Service at least until such time as proper courses may become available through schools in such a way that the personal interest is sustained. Home-study courses covering the “three Rs” should very properly be turned over to the schools at once.

All of us need training and most of us are continually getting it along one line or another. Without study and planning on the part of his superior the Forest officer may not receive the training he most needs. I think the chances for training in the Service are sometimes neglected due to the time factor. A full schedule often is considered an unsurmountable obstacle to one's taking advantage of a training opportunity, altho the same one may be spared for a lengthy fire detail. My point is not that the “full schedule” should rule in both cases, but rather, that every opportunity for needed training should be weighed—giving consideration to present and future benefits to be gained as against upset or delayed schedules. The psychological effect on the man has a bearing, also, for more than likely he will work much harder after his detail to catch up with his trip plan due to his appreciation of the privilege accorded him, to say nothing of the increased speed which the training assignment may have given him.

---

George C. Larson

Provo, Utah.

As the men now entering the Service are required to have progressed farther along educational lines than was the case formerly, the stress should be laid on training rather than academic education.

It is necessary that most of this work be carried on during slack times and a lot of it must be in written form.

Field training is of especial value to the new man, but older employees can also profit thereby. The system of having R. M. and F. M. field meetings held not longer than 4 years apart gives an opportunity to exchange ideas of a group of men and to put over by actual demonstration, the fundamentals of the activities selected. But the time is always too short to be of as much value as it should be and the longer training camps carried on in District 3 are much more valuable and expensive.

If there is a considerable turn-over of rangers on a Forest, the Supervisor cannot devote sufficient time to teach a new man to insure his getting started right, but if he had received a month's intensive training at a camp, this work would be greatly lessened and the new man would be in a better position to carry on the work.

The Service should continue to do as much training work as pos-



sible, but should also continue the different reading courses and insist that they be taken as rapidly as possible.

If private schools offered special courses to our men it would not solve the problem, as many of the rangers who need it most would not avail themselves of the opportunity.

---

**A. C. Folster**

**Moab, Utah.**

Training without education is like getting the cart before the horse, or like the house built upon the sand without any foundation. The prerequisites required in education provides a base for training.

Schools teach the fundamentals of education, but are not providing all the essentials in their home-study courses to relieve the service from conducting such courses. There is something injected into the Service courses that has not been provided in school courses. Therefore, school training and education does not by any means produce the finished product. Training on the job is different from the initial training given in the training departments. Individuals as a general rule do not assume responsibility until they meet it face to face. College graduates in the employ of the Forest Service have acknowledged the value of study courses prepared by the Forest Service to the extent that if credit were given for such courses, under-graduate work could be made up while the employee was on the job.

There is also another way of looking at the question; if men are working for degrees or doing post-graduate work credit would evidently be given all such home-study courses prepared by schools, whereas the courses prepared by the Service do not receive such credit, and it is doubtful if schools will acknowledge such work.

Coupling practical training on the job with prescribed home-study courses prepared by schools should produce a desired effect. The greatest incentive for turning the work over to the schools would be through the credit given to school courses.

In conclusion, I do not feel that all the educational work can be turned over to the schools, certain phases of this educational work; aside from training as defined in this lesson; should be done by the Service.

---

**John W. Lowell**

**Hamilton, Montana.**

I cannot conceive of the need for or practicability of the Forest Service setting itself up as an educational institution. There is too much of a tendency to go off on tangents and not get down to needs that we can meet in a practical way. Schools are best fitted for general educational work, and the Forest Service is not adapted to that job. If a man lands on a job in the Forest Service where he is lacking in some particular educational qualification that is necessary to his particular job, I believe it should be handled by a correspondence course, thus eliminating purely educational courses in the Forest Service. What we need and are partly doing now is to set a definite standard of educational qualifications or school work necessary to in general meet the needs of men in our profession, see that the test required prior to entry definitely determines whether the man is fitted in this respect or not. With this done we can and should confine

our efforts to training for or on the particular job. We have to a considerable extent gotten away from the old handicap of men being able to enter the Service who could not even compose a simple letter or report because of lack of knowledge of the English language which necessitated our handling courses in English, but my point is that we have not gone far enough in educational requirements.

I think that, in general, most of us know what we want in training on the job, but planning what we want and getting the results is something else. It seems certain that we need to put training work in a more definite place, or to put it differently, give it a higher priority. Quoting from an old understudy of mine in his discussion of Lesson IV, he said, "He always intended to put in a lot of time in training a new man but was never able to do it because other seemingly more important work prevented". It is my opinion that we will not get very far until we get to the point of requiring that some adapted standard of training of new men and a standard of follow-up training for old men takes priority over all other activities, except possibly, the handling of going fires. When we get to this point, we will be able to definitely plan our training work in accordance with the needs of the individual and get concrete and measurable results.

George M. Gowin

Weaverville, California.

1. Our work is so diversified that general educational work, taken in its restricted sense, should be left to educational institutions, with the exception of the cases discussed below. Taken all in all, I believe that it is a useless duplication of effort to prepare home-study courses which are given by a school and which cover the subject which we wish to present.

To get work done, done according to standard and on time is the objective of the Service in administration. If our efforts are spread too thinly, as would be the case to enter the educational field we will be handicapped in achieving the results we are striving for. Why then duplicate courses that can be obtained by making arrangements for the enrollment of the men we wish to have take the course? However, I can see where certain courses as given by a school would include more material than we wanted or had time to take up.

There are certain phases of training which should be accompanied by educational work which the Forest Service should prepare, since the method of presentation and the subject matter is governed by the purpose.

Training an executive in the Forest Service might be classed, in part, as an educational rather than a strictly training effort. This educational work would be along general administrative lines, outlining principles and leaving the adaption and application to the cases that come up, special conditions, problems, etc.

Let us refer to the marking example given in the lesson: If a man is trained to mark in a given stand he will not be able to mark as he should in a different type and stand. Whereas if he had been educated in the general principles of marking he will be able to adapt himself to marking in any kind of stand or type and he could do a creditable job.

Building up a man's mind to grapple with and solve his problems



effectively can be accomplished better by education than training in specific jobs. All his problems will have a different angle and we want him to be able to tackle new jobs and do them in the correct way.

Education to the man who has not had the advantage of getting an education widens his view-point and scope of interest, gives him enjoyment in things outside his work and tones up his mind. To the man who has had educational advantages in school or through educational study courses has developed a live mind which aid in preventing discontentment and preventing dropping in a rut.

Is it not important to educate in addition to training so that a man may have a general knowledge and can discuss intelligently the various forestry tendencies, movements and principles? He must have this knowledge to maintain the respect with which he and the Service are viewed. In too large a percentage of cases this information will not be acquired except through some kind of an educational course that requires systematic application to the subject.

2. I agree that training work should be planned to meet concrete needs. However, this should not mean that training should be applied only to actual and specific job. The training should also include methods of attack for problems, development of self confidence, attitudes, and mental alertness in general. The need of training is reflected in a man's work but the kind of work that a man does is often a reflection of a man's likes and dislikes, mental attitude, education, etc. The Forest Supervisor is placed in somewhat the same position as a doctor who finds that a person is suffering from an ill that has a deep-seated, underlying cause which must be discovered and cured before the apparent disease can be done away with. Many times it is just so with those in the Forest Service. The weak person is often entirely capable of doing a job as it should be done. It is up to the Supervisor to diagnose the case and find out what the underlying derangement is, just why the work is not done up to standard. The training need can not always be determined by an analysis of the job or an inspection of the work. Unsatisfactory work is the indicator which shows the need of training rather than specific training needs. We need to delve deeper than a mere inspection of the work. The way a man does his work may be due to lack of skill or to his attitude. Two decidedly different methods of attack or approach in training methods are needed in each of these cases.

I agree with the idea that it is the degree and nature of accomplishment that determine that training is needed. A close analysis of a man's personal qualities is also needed in order to determine the correct method of approach. Training methods must be varied to suit the nature of the one being trained. It is axiomatic that the degree of training also depends on the one being trained. Can we say then, that the degree of a man's education, aptitude, preferences or aversion does not have a material effect on the training needs of a man?

While it is true that any man needs training who is not doing his job or some part of it in a satisfactory manner, however, this statement should be supplemented. A man should also be trained before he does a job and before he falls down, so that with some correction through constructive criticism he can make a creditable piece of work

of the job assigned to him. The first statement by itself would intimate that training should be a remedy rather than a precautionary or preparedness measure.

---

Clinton G. Smith

Athens, Tennessee.

3. I wish to suggest that you call for specific examples of how supervisors train their men. In a previous discussion, I gave my own thoughts as to the manner in which our student trainees should be assisted. My thought is that before any student is assigned to the Forest, the Forest School itself should prepare for him an outline of subjects which he should study while on the Forest. For instance, a student assigned to manual road work should be required to get costs of each item of the operation and besides this should be expected to learn to identify the trees in the region and find out from the ranger details of other administrative work. He should be given an opportunity to work for a week or two on telephone lines or trail work or anything of the sort that will contribute to his understanding of Forest Service activities.

The supervisor should inspect the outlines given the student and make suggestions designed to be helpful. He should spend at least 3 days with the student on a 90 day assignment

---

P. Keplinger

Denver, Colorado.

The discussions indicate that we are pretty evenly divided in our idea as to what should be the Service attitude toward education. As you will see, many still think the Service should provide educational opportunities for its personnel, while others believe that it should confine its efforts to training. Probably the discussions chosen for publication emphasize education more than do the unpublished. Without an actual count, my impression is that the majority favor training to the exclusion of education but without making too fine distinctions along the border line where the two seem to merge.



ID No. 1354  
 Date 2-19-30  
 Old and 2.2  
 No of 250  
 No of 3372

Leads	13	50
Ev. lead	5	40
Stock	2	53
Illustrations		
Tables		
Other	25	00
Total	46	43

New composition ☒  
 Part Pickup ☐ Standing ☐  
 Old Blank ☐ Overprint ☐

F76Pe

# PERSONNEL MANAGEMENT

A STUDY OF

## PRINCIPLES AND METHODS

BY

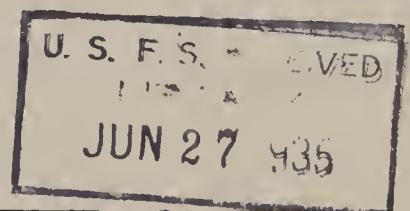
FOREST SUPERVISORS, U. S. FOREST SERVICE

### SIXTH LESSON



Discussions of this lesson should  
reach Denver not later than February 25, 1930

Feb. 8, 1930







## TRAINING ON THE JOB

In our Service organization the bulk of the training is now and will continue to be done by the Supervisor. No matter how many training courses we give or how many training camps we have, the ranger force on each Forest will reflect the Supervisor. For he trains his men. He cannot escape it. It may not be training by "intention", but after a Supervisor has been on a Forest for a few years, the ranger force adjusts itself to his ways and methods. Since this is a responsibility which cannot be escaped, Supervisors should consider pretty carefully what they are going to do about it.

As we discussed last year, there will be training both by "intention" and "absorption". The opportunities for each are exceptionally good—a small ranger force working in close association with their Supervisor. The amount of intentional training needed depends of course on conditions. If all men are doing exactly what you want them to do and doing it the way you want it done, you need give no thought to training, but if all men are not one hundred per cent, training is desirable.

Whatever training is to be done should be planned and planned in detail for a definite objective. To do this it is necessary to analyze both the man and the job, for the thing to be learned must be tied directly to what the man already knows. Some jobs are easy, some are not. I opened the job description of Ranger Brown, Cabinet, at random and read: "The grazed area must be examined at regular intervals," and "It is sometimes necessary for the ranger to settle disputes between permittees on the range." These two statements illustrate two general types of jobs, one a mechanical job which is relatively easy to teach, the other a contact job, where instruction is always difficult. For the first "formal" training is applicable, but for the second, one usually resorts to "informal". It is practically useless to tell a ranger to be impartial, tactful, diplomatic, and so forth. That doesn't help. Neither does it help to show him how, not unless you analyze your method and explain just why you make every move you use, the reaction you expect and the advantage gained.

The formal method of training on the job is so well discussed in the pamphlet accompanying this lesson that I am passing that over entirely. Some writers emphasize more the desirability of stressing the **why** for everything done. I think this is particularly true when working with men such as our rangers. They are individualistic. That the instructions say a thing should be done is not enough; they want to know why the instructions. So all formal teaching should be tied directly to instructions or



standards and the instruction to objectives or policies. Use the instructions on the job as working directions, just as a carpenter uses his blue prints. It makes training relatively simple.

The informal training is probably the more important. It is done on the job and in connection with the job but without calling it training or attracting attention to the process. It may be called supervision or it may be so informal as to attract no attention at all. Frequently it is just a casual question or two, but questions at the opportune time and questions with a purpose; frequently intended to make the ranger think along some new line or prevent his overlooking important data.

Supervision and training are so closely related, so overlapping that there is little distinction between them. It would be difficult to do a good job of supervision without training, and training on the job involves most of the elements of good supervision. The distinction seems to be primarily in where you place the emphasis. If training is needed the Supervisor will give the job a little more time and do a little better training job. It may not be formal but it will be planned. The Supervisor will have analyzed the ranger's work, will have decided why he does poor work and how best to correct it. Usually he will do the correcting through discussion, question, suggestion, or reference to instructions, but sometimes he must resort to direct training methods.

In all our training work we must remember that what we are really after is the formation of habits—proper habits of work. Rangers seldom fail because they do not know how a thing should be done; they fail because they do it some other way and they do it the other way because they are used to doing it that way. Now what are habits and how are they formed or changed? Telling one to be systematic helps little if any in forming systematic habits. If you want a ranger to plan his work systematically you must first help him to do it and then insist on his doing it until the habit is formed. Don't be impatient; it takes time. It takes an eternity of time if he does it only occasionally when the boss is around. You must remember too that men dislike to change their habits of work. This applies to you and to me as well as to rangers. For this reason it helps if you can show an advantage to them in the new habit. Many rangers think that the new work plans are intended to make them work harder, while in reality just the opposite is true. They should make the job easier. If all men realized this you would meet with less "sales resistance" in selling them the plans.

The most difficult work the ranger has to do and by far the most difficult to teach are the jobs dealing with people—contact jobs. One ranger will interview a trespasser, get a settlement and retain his goodwill while

another will put him on the fight, fail to get a settlement and make an enemy for both the Service and himself. It is all a matter of method—technique—and therefore can be learned. But how? This is a question that is being studied by personnel research departments in many organizations. It used to be considered that the ability to make good contacts was a “gift”; you either had it or you did not. It is now known of course that this is not true. There is not much written on the subject, however, except for selling contacts.

In general the method is the same as for training in other lines. It should ordinarily be informal and impersonal. It will also frequently be indirect. Sometimes, however, the conditions will call for direct, formal training. In such cases you will follow the formal training steps just as you would in teaching a mechanical job. Suppose a ranger has failed in his contacts with stock associations, is unable to get their approval of new methods, or hold their cooperation in old. Criticism is useless just as is all forms of telling. Now suppose you want the endorsement of say a later opening date, and you want to use this as an opportunity for training your ranger. The method as outlined by training directors would be something like this: You must first analyze the entire situation including the ranger. Take the first association to be dealt with and decide on the basis of your analysis what would be the best method of taking the matter up and **what mistakes the ranger would probably make if left to himself**. This will show you where to place the emphasis in training him—what to look out for or avoid.

Then take the matter up with the ranger. The first thing we are told is to “prepare the learner’s mind”. In this case, that preparation would consist in getting him to recognize that such a matter might be taken up with the Association in different ways and that some ways would stand a better chance of getting their approval than others. With that recognition in mind, then reanalyze the situation with the ranger. Through question and suggestion get him to analyze and plan. If the ranger is very poor, give him a demonstration by taking it up with the first association yourself. Discuss with him everything you plan to do, why you do it, and the reaction you expect. Then after it is done, go over it with him again, criticising everything you did and its result.

Next go through the same process again for the next association but have the ranger do the job this time. In discussing results, make your discussion as impersonal as possible. Keep his attention on the job and not on himself. Through questions get him to recognize mistakes and plan improvements.

This method may seem too cumbersome. It is so much easier to bawl



a man out and tell him to do better or you will get someone who can. The latter must be done at times perhaps but it isn't training. If he knew how to do better he would. Men like to do good work. If they are worth keeping they are worth training, and training involves doing; it involves the formation of new work habits. And when we consider the importance of contact work, what a large part it plays in our plans and objectives, we must recognize that it deserves a lot of attention.



### **Suggestions for Discussion.**

1. To what extent do you agree or disagree with the first paragraph of this lesson?

2. Then what should we do about this training idea; should we make training on the job a project, study its technique, plan it, and inspect it, or should we continue as in the past, training more or less consciously, in connection with supervision. Should the Supervisor do it or delegate it? What should be the training objective on a Forest? In other words, what do you Forest executives think should be done?

3. For the benefit of the rest of us, tell us something of your methods and successes in teaching men to improve their contacts with the public.





Job No. 1327

Date 1-31-30

Ordered for 2-2

No. of copies 200

No. of impressions 900

Cost:	
Labor .....	3 15
Overhead .....	1 26
Stock .....	89
Illustrations .....	
Plates .....	
Other .....	3 75
Total .....	9 05

New composition..... ✓

Part Pickups..... Standard

Old plates..... Cover

1  
F76Pe

## DISCUSSIONS LESSON SIX

Rex King

Safford, Arizona

In a general way, it may be said that a forest force in the course of time adapts itself to the ways and methods of a Supervisor, but to say that this always happens would be wide of the actual facts. A little searching of the memory will recall numerous examples to all of us of men who simply will not or can not adapt themselves to new methods or ways of doing things. Of course, men who are too ready to adapt themselves to their surroundings are not desirable in the Forest Service because there is always the possibility that they will adapt themselves to the viewpoint of the permittees, since they see the permittees more frequently than they do the Supervisor. A man trained for twelve or fifteen years in doing something a certain way or in looking upon his job from a certain angle requires a long time before he will take on new ways and methods, and this must be remembered in considering new training. Then too, there is the factor that the ranger may not like the Supervisor, in which case it is possible that he will never either intentionally or unintentionally adopt the Supervisor's ways and methods if he can avoid it.

There is no question of what the Supervisor should do. Since he is responsible for the Forest, he has got to train his men or sink. He can't very well do all the work on the Forest himself, and he can't afford to continue to have poor work done. To analyze his own particular situation is the logical first step and the analysis will go something like this: I am too busy and the Assistant Supervisor is too busy to devote any special time or trips to training; whatever we do must be incidental to other work. We have no new men and probably will not have for some time, therefore our plans should be aimed at the training of old men. These men have been in the Service a long time and have deeply ingrained habits in doing their work, therefore we must figure on breaking down their old habits, convincing them that we are boss and know our stuff, and that the ways which we propose are right and necessary. Most of the men are doing most of their work in a satisfactory manner. Some of them may need a little speeding up, but the trip plans will either do that or give us definite grounds for pointing out to them where they have not shown the proper speed. In general the old well-grounded jobs are being done satisfactorily, such as round-up counts, log scaling, homestead reports, etc. In checking over the last year's accomplishments of trip plans, and comparing the results with the standards set, we find that: —Smith doesn't seem to be able to tell when a pasture is overgrazed, and his forms 764 are not made or are obviously out of line. Collins doesn't seem to be able to tell when a new summer home is sightly and when it is not in keeping with the surroundings. He also didn't push Henderson very hard on that roundup work, just because Henderson happens to be the Sheriff of the County. Peters is unable to understand how the grazing fees are arrived at and every permittee who

U. S. F. S. RECEIVED

JUN 27 1935



wants to know has to come clear to the Supervisor's office to find out. Martin constantly gets mixed up on the amortization of range improvements, and generally sends them in as L- Uses. Last year he promised nine men that their drift fences would be amortized under Regulation G-15c, when as a matter of fact, we must handle them under G-15b, with possibly some help from Reg. G-16. And this in spite of the fact it has been repeatedly explained, reports criticised, and circulars written. Jones is continuously allowing the construction of corrals without permit and fails to get agreements signed. Smith got his permittees all stirred up last year by telling them that if they couldn't graze a watershed without destroying it then the Government would take all stock off it. Of course he was right, but he should have kept them from getting mad; and so on until the analysis having been completed, where does the Supervisor go from there? How can training be given which requires back-ground and education, which the man doesn't have and which also requires a strong desire to learn, which the Supervisor can but seldom control.

The theory of training is absolutely sound and the necessity of it is obvious. Mechanical jobs are easy to train. Most of the examples cited in "Technique of Training on the Job" are such that I would expect any man with an active mind and with a moderate amount of ingenuity to plan the training of. They are specific manual jobs which are repeated over and over again. Habit has an important place in the doing of them. The majority of our jobs are not comparable with them. It is the visualizing of action and results in the abstract which is difficult. In the Service we have hundreds of jobs instead of one, and a single job may not present itself oftener than two or three times a year. Nevertheless, on the successful outcome of that one job may depend a permittees investment amounting to thousands of dollars, or may depend results of great importance to the government in years to come. A spoiled insurance sale is one thing and a spoiled watershed is another. I think we often underestimate the values with which we are dealing and get into the habit of keeping our eyes focused on the manual job. We are apt to judge a man as to how he does that little job and lose sight of how that job fits into five or six big objectives that the people of the United States (wittingly or unwittingly) expect us to achieve. Will they remember the fact that such and such reports were made and the right fee charged in 1930, if the watersheds are denuded, or they have no wilderness left in 2430?

Regardless of everything else, this lesson and its presentation have been great helps to me personally, and have made me see the possibilities of bettering our conditions.

Although it has been unconsciously, I, in the past, seem to have been following in a general way what this lesson has outlined in training. That is, I have always tried to analyze the problem with the man, discussing the high points of it, determining the strength of the enemy, and visualizing the results of possible lines of action. After a job has been done, I have generally analyzed the action taken, for my own interest, and in doing so generally think aloud to the man. The results gained from such methods, I believe, have been good in cases where the men have a real interest in the work, which fortunately is the case here. With the complacent or mentally lazy

type of man this method I can see would get few results.

In my estimation one of the most important things is the development in a man of a sense of responsibility for the successful accomplishment of the larger objectives. He then has greater interest and a clearer understanding of the relation of jobs to each other and can make the detailed methods fit the demands of the occasion. The emphasis should be kept on the objective and the results rather than little specific jobs and the method. Otherwise, he will soon become a mere technician, and will in the end lose sight of the reason why he is there.

H. L. Plumb

Olympia, Washington

It is only natural that the men on a Forest will reflect the Supervisor to some extent, but it is not only the Supervisor but the Supervisor's staff that they reflect. Likewise the Supervisor and his staff reflect the District Forester and his staff and so on up to the Forester. The extent of this reflection is limited by various factors. I doubt whether men long in the Service in the Washington Office are really greatly changed in their methods by a new Forester nor men in the District Office by a new District Forester or men on a Forest by a new Supervisor. My idea is that men who have worked for many years under one man will have their methods so fixed as to be very difficult to change. They may be stimulated somewhat by new leadership, but their methods of work will remain about the same.

Where frequent changes have been made in superior officers, the men are pretty apt to have their own methods developed to a more or less permanent stage. New Supervisors usually have somewhat different views than their predecessors about various jobs and it is only natural for the men to stress the things which the Supervisor stresses. While that reflects on the Supervisor, it may only be in one or two lines of work. On some Forests there is a chance for close contacts with the men, and on others the close contacts are very limited. Where the contacts are limited and infrequent, it is of course more difficult for a Supervisor to impress his men with his own methods and ideals.

The question "What do I think should be done about training?" is rather hard to answer. There should be some real study and thought put on the subject before changing our present system materially. We should progress it is true but we should be sure we are going to progress before making radical changes. I feel that under the present circumstances, we should continue our present policy, utilizing the best knowledge we have, to train our men in the best methods of doing the work. The Supervisor should do as much of the training work as he can but members of his staff will probably do as much.

It might be desirable if there were meetings held for training Supervisors in training work, such as large companies hold for their salesmen, but the teacher should be outstanding in ability, leadership and personality.

It is only natural that a Supervisor will plan out in his own mind how he is going to attempt the improvement of the work of a certain man, but he will rarely put the problem down on paper, study out



various ways of going about it and make a written plan; but he will as he is riding along the trail or driving along in his car, think out the best ways of attacking the problem, and then carry out the plan. Under present financial and time limitations, this system appears to be reasonably satisfactory.

J. Raphael

Weiser. Idaho

As I read Mr. Kenagy's paper on "The Technique of Training on the Job", I about came to the conclusion that we were doing no training worth the name. However the opening paragraph of Lesson 6 revived hopes that life still lingers. As I get it, the article referred to above and Lesson 6 do not confine themselves exactly to the same subject, as Kenagy's article and the discussions following it refer to and include the training of the new man, while lesson at least seems to infer that we are considering only the man already on the job. Generally, the new man entering the Service was disposed of in Lesson 3, "Introducing".

As far as the present practices, or "situation", are concerned, the lesson is right in saying "the bulk of training is now? done by the Supervisor". But I do not agree that it should continue to be so, either for the new man just entering the Service or for the old man, to the exclusion of all other training, because of the cost of such training and the inevitable character of such training.

Supervision is, as the lesson states, part training, and training is part supervision, or at least by force of necessity we have built it up to that in our work. But the very nature of our work does not permit—does not give time—to follow the training through thoroughly enough to completely and thoroughly train the new man or the poorer old men. To do that, we could do nothing but train.

The fact that all old rangers will, in a few years, adjust their ways and methods to the ways and methods of the new Supervisor is true—too true. It is the inevitable result of our present training practices, if we have any. But, is that as it should be? I do not believe it is. To my mind, it is duplication of training—time, effort, costs. Why should a ranger have to learn to do a thing over in a new way to suit the notions of the new Supervisor, when his old way was considered and recognized good by the previous Supervisor, and possibly others, and when no one but the new Supervisor said his way was superior? In other words, who has trained this new Supervisor to train the rangers on his new Forest?

Some training will always be necessary, regardless of the character and experience of the men or how well grounded they may be in knowing how to do things. That is inevitable in human retrogressions and progress. But it should not include the necessity of training in the first steps of doing things well; in dealing with people and the hundred and one things the Civil Service eligibles and many with several years of service know nothing about or do poorly.

I cannot accept the statement that "Rangers seldom fail because they do not know how a thing should be done." There are a lot of us who do not know **exactly** how a thing should be done, and there always will be both men and things. Yet, we do them somehow and learn by our experiences. Certainly the new man does not know

how to do all things he will be and is expected to do. Some one must train him or he must train himself.

If we must admit that the present "situation" with reference to limitations of funds to apply real scientific and economic training practices is unchangeable, then probably this hit and miss training we are now following to a greater or lesser extent, is about as good as can be expected, but, I am sure that if the costs and results were analysed seriously, there would be no time lost in making a change.

Industries are spending millions in training and on personnel research. A large part of this expense and work is for the comparatively simple purpose of proving it is more efficient to do a certain operation with the right hand instead of the left—or in other words, simple mechanical movements, and on the technique of putting these things over and seeing to it that they are done the research proven way—in other words, on relatively simple work as compared with the varied and complex character of our work. What are we spending?

C. P. Fickes

Missoula, Montana

I am entirely in agreement with this entire lesson as well as the first paragraph. Both the lesson and the article by H. G. Kenagy state the training problem most effectively. Forestry, using a strict interpretation, in the tree-growing sense is undoubtedly a profession; so also is business management. The Forest Service is, in the final analysis, more concerned with the profession of business management than it is with the profession of forestry. True it is that our principal objective is tree growing, but the practical accomplishment of that objective, for the time being at least, will be secured by the practice of a profession developed and governed by the needs of industry. If the management of a shoe factory in New England develops a fundamental principle in the training of men to do their work better and easier, why shouldn't we adopt that principle to our needs, which, in the end, are identical with those of the shoe factory? The management of men is a science which recognizes no professional limitations and its principles are just as applicable to the managing of a 3-man timber-survey crew as they are to the management of a factory employing a hundred thousand men.

There has been some training by intention, but most of us have secured what training we have had by the absorption method—not to mention burning our fingers a few times. I really feel that there should be a definite program of training the trainers. While I cannot speak from experience, yet I will venture to say that there are few, if any, Supervisors who would not welcome the recurrent visits of a training specialist who was devoting his time and energy to the betterment of the personnel—some one who had the time and talent to assist in or make practical suggestions for pulling Ranger Bill out of a hole. It seems to me that any Supervisor who does not consciously endeavor to train the men under him fails to visualize the most important element in his own personal success as a Supervisor. In fact, the more I think about it the stronger I feel that about the biggest job a Supervisor has is the training of his men to do their jobs as nearly right as may be. And with that conception



of his job it seems to me there should be an open-minded attitude toward any proposition which would tend to help him to do the training better than he is doing it. Some phases of training on the job could be delegated to others, but as a rule he should be jealous of his own prerogatives and insist on giving the development of job technique in each ranger his own personal touch.

The training objective on a Forest could well be: every ranger a master technician of the job of being a Forest Ranger. A training program devoted to a conscientious endeavor to eliminate performance weaknesses in individuals should result in the realization of this objective.

---

**Geo. A. Duthie**

**Deadwood, South Dakota**

Training of the field force is inherent to the Supervisor's job. He could not get away from this even if he had a training expert on his staff. It has been part of the functions of the Supervisor's job ever since the job has existed, and will continue to be so. Most of this training is by absorption.

It is well enough to understand the principles of training so that the best results may be obtained from the effort put into it, but I do not believe that there is any excuse for training to become a special project to be placed before the field force by specially trained experts or by expertly trained Supervisors. As soon as training becomes a special project and the lessons are presented to the subject in an obvious formal manner there is a natural tendency to separate the training from its practical application in the field. It becomes academic. Field men are anxious to find better ways to do things, but nevertheless I can see the difference in the reaction of field men to obvious training on marking or scaling as compared with training in these same subjects in a casual manner by individual contact on a going timber sales. Training through check scaling on the jobs shows immediate practical absorption, likewise a conference in the marked stands with constructive criticism of why one tree is marked and another left is absorbed. On the other hand the same principles presented in a formal marking school brings out theoretical discussions pro and con which result in chaotic ideas. My experience, therefore, indicates to me that training by absorption is the more valuable. I do not want to go to the extreme, however, of advocating that this method alone can be employed. The formal method of training must necessarily at times be employed, but so far as possible we should confine our training activities to training on the job. The Supervisor may delegate some of this training work to Junior Foresters and to the older rangers. A large part of our training of new men in timber sales work has been by experienced rangers to whom the newer men have been assigned as helpers during the periods of peak load. This is the most effective and economical way to train the men and the lessons so presented show maximum absorption.

**P. A. Thompson**

**Republic, Washington**

I suppose we shall have to agree that the Supervisor trains the ranger force. At any rate, after a few years, the rangers will to a

degree reflect the Supervisor. Most of this training is certainly not by "intention" for I have never yet known a Supervisor who deliberately mapped out a schedule of training for a ranger and then followed it through.

Naturally, if we have a ranger who is weak on marking, or grazing, or fire fighting we pass out a few gems of wisdom to him from time to time but seldom, if ever do we map out a campaign of training and then take the time and trouble to put it over, for it takes time and effort. Like the professors who admit that the lecture method is out of date but who still try to teach by giving lectures, we continue to train men by the "absorption" method because it is the easiest method and because we have not knowledge of any better method.

"Absorption" methods of training, the "Give him a chance to learn and then let him sink or swim" method, will develop some cracking good men for you. Men with the necessary ambition and the right stuff in them will often develop rapidly under this treatment. They will accept responsibility, grasp at suggestions, develop new and better ways of doing things and, when a detail is completed or an activity on their unit put into shape they will really feel that they have accomplished something. They feel that they are standing on their own feet. This sort of man seldom needs criticism. He needs a slap on the back and a few words of advice and encouragement. With these he will tackle any job. Roughly, about half of our rangers respond to this treatment and if substantial encouragement in the shape of salary increase be given them from time to time, they need little supervision. Their work needs checking, yes, but a suggestion here and there is all that is needed.

Mr. Kenagy says that "Our training program will be complete when, and only when, we have developed the technique of training on the job to the point where training (1) fits the job; (2) reduces learning time to a minimum; (3) inspires the workers; (4) and develops effective work habits." That appears to be a logical statement, but—the job of developing such a training plan, or schedules, for use on 159 National Forests can not safely be left to 159 Supervisors. We need some training plans—we need to apply them to perhaps half our present personnel and perhaps all of our incoming recruits—but we'll never get satisfactory results if the development and application of the plans are left to 159 Supervisors.

Frank Grubb

Prescott, Arizona

It is agreed that a Supervisor's *modus operandi* is reflected in the mechanical methods used by his subordinates after they have worked under him for a year or so, but am not so sure as to contact methods. The Lord has not endowed us all equally with tact, pleasing personality, and fluent speech, nor am I convinced that these can be acquired by training alone. No doubt a man can improve himself along these lines if he tries hard enough, but can he put himself on the same plane with one who has what is known as "it" if this is lacking in his makeup? We all know men who could get up in meeting and metaphorically tramp all over somebody's pet corns—and get away with it. Other men, good executives, would precipitate a heated



argument if they made the same remarks. I doubt if this is due to lack of training in the latter.

It is considered highly unfair to a new man to set him a task with which he is entirely unfamiliar without giving him a demonstration of how it should be overlooked to check methods used by old men on various jobs, with the view of improving these methods by personal demonstration where improvement is needed. As to whether the Supervisor should do this or delegate it, would appear to be largely a matter of the best interests of the Forest as a whole. Manifestly no Supervisor has, or should have, the time to do this training whenever the need arises, nor need he if he has an assistant or assistants at liberty. The latter are potential Supervisors and should have the qualifications to take their share of ranger training from off the Supervisor's shoulders. My own introduction to an Assistant Supervisor's job was that I was to see with the Supervisor's eyes and speak with his tongue, my own opinions as to policy, methods, etc. to be subordinated to his, if after a mutual discussion on mooted points his opinion was unchanged. Assuming this is a correct viewpoint, and it is so considered, an assistant can be expected to do part of ranger training and is qualified to do so.

It is believed that there is a happy medium between training as a project and subconscious training. There are occasions, as with a raw recruit, or an old employee with bad methods of doing certain jobs, where project training is essential. More or less conscious training in connection with supervision and inspection will accomplish the desired results for other than the above instances.

---

N. F. Macduff

Eugene, Oregon

I agree that as the leader so the men. Rangers will tend to absorb the Supervisor's mental attitude, his ways and methods. They do it unconsciously somewhat and intentionally somewhat. They have to harmonize with him; if an individual ranger doesn't there is lack of understanding, resulting in friction and in the extreme cases necessity for personnel action. However, I do not agree that the bulk of the training is now and will continue to be done by the Supervisor. I incline more to the Army viewpoint that training is a function from the top down. If the Supervisors are the teachers they should be taught how to teach—very few of them know how, except by rule of thumb happenstance methods—cut and try. The same applies to rangers who must teach their summer organizations—usually greater in numbers than the number of rangers per Supervisor. Also, there are more Supervisors per District Forester than there are rangers per Supervisor.

Accepting the ideas advanced by Mr. Kenagy, it follows that there is one best technique in training any individual for any one job. As with industry, so with the Forest Service, no consistent continuous study of training technique for our various jobs has been made. By cut and try methods, with occasional bursts of inspiration, small details of good technique may have been developed here and there and to some extent passed on by word of mouth to neighboring Forests or officers. I believe, however, that it will be impracticable for Supervisors to develop training technique. If correct training technique

is developed and Supervisors trained (not told about it) in its use. I am sure they would welcome it as a substitute for their present inefficient groping-in-the-dark methods.

Frank Cunningham

Porterville, California

Our training methods are defective for several reasons. In the first place they are not carefully planned and executed. The new or probational man is brought in and goes out with the Ranger on a certain job, as we say to get training. The Ranger has a certain time set up for that job and in too many instances he is more concerned in accomplishing the job, letting the new man gain what experience he can from seeing it done or helping do it. This may be repeated once or twice and then the next time the job comes up the new man is sent out to accomplish the job in the standard time. If his report looks fair or will do, no further attention is given it. His methods are not studied with him and perhaps they are very faulty and while they brought acceptable results in this case, they may be far from the best. After 2 or 3 months of this, we put him into the harness and plan and expect him to render experienced results. If he has done fairly well, at the end of the season, he gets to go to the training school for 6 weeks and comes back to apply what he has learned as best he can. After a year or so of such training? he is given a district and gets only such training as a busy Supervisor is able to give.

I think the best training is on the job, but if we get the best results, training on that job must be planned, and time allowed not only for planning it, but for executing the plan. We expect too much work accomplishment at the expense of training the man. Until we recognize **training** and not **accomplishing the job** as the desired result, in other words, we do the training, and accomplishment of the job is only a by-product, we cannot consider our training methods the best.

We are all training ourselves and the men under us all the time, perhaps without much system but we all do it to some extent. For the new ranger coming into the organization something quite definite is needed. First, I should say, he should be placed on a district where some results in work accomplished is expected. This should not be very much, for the district ranger will lose some time if effective training is given. Then, this man should be picked up by the Supervisor at the proper stage and taken onto other districts and representative jobs so he will get a broadened view of the work. He should have the opportunity to see practically every line of work on the Forest, know why it is done, how it is done, and why that is the best or accepted method. If this method is carried out, we will get rid of the unfit early in the game, help the one whom we now call a misfit because he falls down for lack of help and direction, and almost eliminate the failures to make good when assigned to a district.

I consider the best method of teaching improvement in contacts with the public is through carefully thought out examples, and through friendly discussion and careful criticism. Instead of saying, "You treated that fellow too rough," better results follow by asking: "Why did you talk to him the way you did?" Follow the answer by a full and friendly discussion and point out the methods you consider the best.



We should make training on the job a project, study its technique, plan it and inspect it; but this by no means indicates that such a project cannot be coordinated with training "by absorption." There is one point that might well be mentioned when we are starting to eagerly reach for the improved "technique of training". Don't let our enthusiasm for a new technique get ahead of our common sense. For example: If the training technique is highly developed by certain especially good men, will they not both be able and perhaps take pride in taking poor men and by intensive training methods temporarily raise their output or efficiency to pass the required grade. With a result of turning into the organization a number of "misfits" who would do as much harm as the entire benefit from the better training for the good men.

Let us not forget that W. E. Thomas states, "When the learner shows lack of effort he is eliminated immediately" and also "in fairness to the operator we have set a maximum time for each operation in which he must prove himself. In no case is this longer than two weeks. We repeat that this is in fairness to the operator. No one should be allowed to waste time trying to learn a job for which he will never be fitted." It will be noted that even in this specialized training program there is not desire or thought of special training for those with lack of effort—he is eliminated immediately. No special speeding up study or training is allowed for those who take over two weeks to learn a specific job.

The thought that I am getting at is that a training program, especially in its first rush of enthusiasm, can easily overreach itself. i. e. Can waste its time trying to develop "unfits" so that they can cross the entrance bar. There must be a line drawn some place for the ruling out of the unfit with minimum wasted training. In the establishing of that line at high standard and using the best training technique on those above this line lies a most important factor in the total value of such training to the organization as a whole.

The Supervisor should handle the training program as a whole tho delegating specific training jobs to his assistants. He should always give a thoro general training himself and also the final check on accomplishment and results. (This applies specifically to all ranger calibre or higher positions).

The training objective in general is to most efficiently develop a person to fill the desired place most satisfactorily from all standpoints. What should be done is first allow more time and give more study to the training job on the Forest—in other words make the training a vital job of the Supervisor and hold him strictly responsible for the success or failure of the product turned out.

S. C. Scribner

McCall, Idaho

To me it seems obvious that the Supervisor should assume personal responsibility for the training of his rangers. Group training may have its place in teaching fundamentals but I believe the only place to turn out the finished product is in the field where both trainer and trainee are face to face with the things to be done that

make training necessary in the first place. To say that the Supervisor has not the time to devote to this training job would seem to indicate too large a forest unit.

Training is as much a matter of creating an interest in doing things as it is in teaching how they should be done. Some jobs we like and some we dislike. The unsatisfactory results so commonly found are more often due to a dislike for certain jobs than ignorance of proper methods in doing them. The training method adopted should conform to the needs of the individual and should be carefully worked out beforehand in every case. In other words, I believe it should be made a project and listed as a priority job.

An important function of the trainer is to develop in the trainee independent thinking; the ability to concentrate on a given problem until a logical conclusion is reached. A trainer may demonstrate the proper method of approach in a given case but unless the trainee has a clear conception of all the reasons why that method of approach was followed he will be lost when left to his own initiative. The trainee must be trained in the art of selecting the essentials and directing his efforts accordingly. This is particularly true in making contacts with the public. To say that one has established twenty or a hundred contacts in a year means nothing unless we know what the objective was in the first place and to what extent the contacts really aided in reaching that objective.

E. S. Keithley

Colorado Springs, Colorado

1. In order to maintain proper working relations between the Supervisor and his staff I think it highly desirable, if not necessary, that the bulk of training on the job be done by the Supervisor. Training by other individuals outside the local organization is fraught with a lot of dangers. It tends to weaken the relations between the Supervisor and his force, endangers team work and opens the way for increased number of cases of insubordination. Then, too, it seems that it is clearly impractical from the standpoint of time and cost to think of assigning a special man outside the local organization to handle training on the job. The jobs are too far flung and any attempt to train on the basis of imaginary or assumed jobs, in order to save time and travel, just won't go down like the real jobs themselves. The training we need can't be put over in a week or a month, but requires long and continuous effort for this is one job that will never be finished. This training job is just another of those many things the Supervisor must do as best he can, and he will have to find time to do it somehow. How well he does it will depend largely upon how well he is trained by the District Forester through the media of training standards, training camps, personal contacts and any other means available to him, whether it be "intentional" or "absorption", or both. This training job is just as important between the District Forester and Supervisor as between Supervisor and Ranger. This load is not going to be carried by the Ranger, Supervisor, District Forester or Forester alone, but by all together. If this training job as done by the Supervisor is to be planned and projected it means a lot of time is going to be required to do it. If it is to be dove-tailed in with other jobs probably won't receive the time and attention it should. This



may be done, but my notion is that with the training job always with us, never to be finished, it will best fit in with supervision. I do not believe there is a supervisor who can drop in on a ranger doing a given job and do every detail of that job better than the ranger. He can, however, by watching and studying the ranger's performance, suggest better ways in doing certain portions of the job, which in the aggregate should improve the ranger's work. I think it is not only desirable that every man working out of the Supervisor's office should be delegated to train rangers in certain lines of work, but necessary. This can hardly be escaped. For instance the Executive Assistant is better qualified to train rangers in matters pertaining to clerical and accounts work. (These so called 'one man organizations' or "one man teams' won't do the work now days.) And, similarly, the Assistant Supervisor or Junior Forester can not escape training responsibilities while working with rangers on some special activity, even if left entirely to absorption. Better results would come if such training work as these men are qualified to do is planned for. Training responsibilities of each man working out of the Supervisor's Office should be defined in the Supervisor's plan of work. I get the most satisfactory results from training by working with the man, actually assisting him in doing a given job. In other words, doing the job more or less consciously in connection with supervision. Through association and contact with both man and his job I am in a better position to suggest and train intelligently. Pursuing this policy, I observe the ranger in his contacts with the public. Later I discuss with him the good points and suggest improvement giving full consideration to any tangible results of a particular contact, as well as analyze the probable results.

Chas. DeMoisey, Jr.

Provo, Utah

At one time I held to the idea of training as a separate function of supervision. It appears though that it is possible to do a lot of training in connection with inspection. The same is true of planning. The objectives and methods can be gone into in detail in connection with both and criticised in a frank discussion. Time may be taken to go into the details of doing the jobs with the rangers and to study their methods and make suggestions where they are needed. Checking up on the compliance with plans with the ranger gives an opportunity to measure progress, find causes of defective work, point out weaknesses and show appreciation.

Since training is tied up so closely with supervision, there is nothing to do but to agree with the statement in the lesson that the bulk of the training in our organization will have to be done by the Supervisor. It will not all be training by intention, however.

There are certain training jobs that should be put on a plan basis. For instance, if it is found by inspection that a certain man needs training in timber survey or in methods of making sales by tree measurement, a note of the need should be made. Then as plans are being made for the year or for the season, definite provision should be made to give the man the training he needs by whoever is qualified and available to do it.

Therefore, we should continue to have both kinds of training

and should train ourselves as well as our subordinates in order to keep abreast of the training job. It is too idealistic or visionary to state that the objective should be the training of all men until they are able to do all jobs the way they should be done, 100%. But the needs can be studied and noted more systematically than the most of us have in the past. They can be provided for more definitely in the plans and progress can be checked from time to time.

E. D. Sandvig

Miles City, Montana

Insofar as attitude toward the various jobs is concerned I agree with the first paragraph in the lesson. The rangers will almost invariably reflect accurately the reactions of the Supervisor toward all activities. If the Supervisor has a distaste or a tendency to neglect certain activities the ranger force will neglect or assume a lukewarm attitude toward the same activities, regardless of whether the jobs in question are of major or minor importance. In other words if the boss by expression of opinion or action indicates that in his mind this or that activity is the "bunk" it will be the "bunk" insofar as his subordinates are concerned. This is as it should be, otherwise there would be no unison of action and the Supervisor and Rangers would not be working together.

In respect to methods of work the Rangers will not reflect particularly the methods of the Supervisor. Each man has his own peculiar method and it is not subject to change as readily as attitude. Methods of work are comparable to habits and oftentimes it requires a long-time process to effect any appreciable changes in the habitual method. If the Supervisor does not understand or is not in accord with the methods taught in the training camps, much of the work accomplished in those camps insofar as perfection of methods and facilitation of work is concerned will be lost. It all gets back to the time worn complaints of college trained men entering the professional fields—the methods they learned in school are largely scrapped when they go out on the job and unless these men can readily change the methods they have been taught their inability of adaptation might place them in an unfavorable light. This process of "junking" methods continues with each change of Supervisors.

It would seem that training programs should be tried out on the "higher dogs" first to determine if the serum takes. If the "higher dogs" cannot assimilate the dose why all this hullaballo about the Rangers? They are in position to do the least amount of damage although representing the greatest numerical strength. Perhaps the bulk of the training will continue to be done by the Supervisors, but if this is true it must be assumed that all of the "higher dogs" are not in need of training and that only the Ranger needs the key to unlock treasurers of better methods, keener understanding, warmth of heart and the other factors that go into making him a better man.

The training objective of a Forest should be aimed at strengthening the individual's weaknesses as brought out by analysis. With the weaknesses brought into the light the next step is to definitely plan methods of correcting them, the third step is to execute the plan and the fourth step is to measure the results.

I may misunderstand this lesson but it nauseates my sense of



justice to think or have it stated that the Ranger is the only officer who is capable enough to make mistakes and therefore needs the enlightenment of training worse than anyone else. Again while my canon is still loaded, is the ranger the only "dog" available to test our theories out on? It seems of late that we are too prone to try out all new poison on the Ranger before we take the dose ourselves.

**C. B. Mack**

**Salida, Colorado**

The training job should be made a project and planned but can most likely be taken up in connection with other district work.

I have often times done work on districts in an effort to show rangers what was necessary and how it should be done, thus indirectly calling to their attention their inexperience, laxity, or poor judgment. Sometimes this is sufficient to attain the desired result and sometimes it is not.

Some men will present real problems in the matter of training regardless of whose duty it is to train them, the most difficult being those who are not susceptible to conviction and feel that their ways must be best. To attempt to discuss plans or procedure with this class is futile and to train through example will last while you are present. It is admitted that patience is necessary and a most valuable asset in connection with training but where an "eternity" of time is required to get a job done right, it is questionable in my mind whether we are justified in being so liberal, especially in view of the fact that the work must be accomplished within a reasonable length of time and it is impossible for a boss to be present at all times.

My instructions to the men, in connection with meeting the public, are to be fair at all times and that one cannot expect real cooperation unless the job is actually sold the prospective cooperator and that we cannot reasonably expect a person to be very much interested in our work unless we show continuous enthusiasm ourselves.

They are shown through example, if possible, that all facts in a case should be considered before making a decision and that while considerable authority and responsibility is given them, they should at no time appear officious; that our policy is to lead rather than drive, but they must be firm.

**J. N. Templer**

**Butte, Montana**

Apparently I anticipated slightly in my paper on Lesson 5, but nevertheless I agree that the bulk of the training will continue to rest on the shoulders of the Supervisor. True, he will not personally put over all the technical training found to be necessary but he will be responsible for it in that he will direct and guide such teaching. I came pretty near stating that he would delete some of this available information where it did not apply strictly to the job in hand but considered it inadvisable. The trainee's capacity for assimilating such training must be considered.

In what little experience I have had in training a new man, I find that the most important step is to teach him to talk the language used by his permittees, to orient himself so that he can understand their problems, to use suitable equipment or appropriate clothing

and to realize that the permittee has certain inherent rights as well as the Forest Service. The above may appear amusing to some but if you will think back and consider the impression made on the local public by one of your new men when he appeared on the scene all rigged out with unsuitable equipment, bizarre clothing or corked boots to ride in, I think you will get my idea. The term "bug-hunter" as an appellation for foresters is still heard in the land.

Then, it is often found necessary to remove the inferiority complex engendered by comparatively low salaries. To do this one must instill 'esprit de corps' pride in the job, etc., by stressing the fact that a ranger or district ranger is acting as a representative of some 110 million people and that most of these people are directly back of him where his decisions coincide with their wishes.

---

**W. M. Nagel**

**Kalispell, Montana**

There is no question but that we must give more attention to this work as a project under definitely lined up programs. My ideas for initial training are covered in Lesson Five. Answer 1 above also outlines my thoughts relative to delegating part of the training.

We cannot expect a teacher to give her pupils the maximum or desirable amount of training if most of her time is required on duties outside the class room. Let us not overlook this phase of the problem in unanimously agreeing that more training, especially in the initial stages, is urgently needed.

Contact with the public involves three important problems. First, and no doubt the most difficult, is the personality of the individual who is going to do the contacting. A supervisor must learn in various ways what changes in a man's personality and methods of contact are desirable to secure better results. Then he must endeavor to bring about such desirable changes. Second, the officer who is to do the contacting should know what he is trying to accomplish and why, and should be properly instructed on ways and means of procedure. Third, due consideration must be given to the individual or group to be contacted. For example, ranchers in one community have an entirely different point of view than those in another section. Their interests in the forest are different. Even in the same region, one must contact different personalities who must be handled in different ways. Meeting with a stock association is different than meeting with a civic or club organization.

After a meeting with an individual or group, it is a good plan to discuss with the employee the action taken by each party concerned and how it helped or retarded progress toward the objective.

---

**K. Welfe**

**Kooskia, Idaho**

The average ranger is a clear thinking, teachable individual. He will readily detect a Supervisor's good points and will profit by them. He is equally keen in picking up the bad points and he avoids them. In between the good and the bad are a host of other qualities which he neither accepts nor rejects—consciously. However, continued contact with the supervisor results, except in the case of the unusual individual, in the acceptance of many of these in-between ways and



methods. The inevitable result is that the rangers reflect the supervisor.

Keep the training responsibilities of your position constantly in mind and "watch your step".

Successful contacts with the public involve numerous details, but, to my mind, the basic principle can be expressed in the idea of faith in our fellow man. Believe in the honesty and sincerity of the man you are dealing with. Credit him with being public spirited and no more self interested than the rest of us. Give him the benefit of the doubt as a right, not as a concession on your part. Treat him as an ordinary human being with normal reactions to the problems of existence. These, I believe, are the foundation of successful contacts.

---

J. E. Ryan and A. N. Cochrell

Newport, Washington

The training needs of individuals should be more carefully analyzed and definite plans made to correct specific faults. It is not believed however, that any radical change in methods is necessary for the more or less general training, and we should continue to do this as a part of supervision. It is quite possible that more attention could and should be given to more systematic planning of the phases of the work to be stressed in the every day supervision.

The Supervisor must necessarily, through lack of time, delegate a certain amount of such work to his assistants. The formulation of plans and policies are strictly the Supervisor's functions and **putting them across** to the assistants is a **matter of training** of no small importance.

The training objective of a Forest should be elimination of all drones. It may not be possible to accomplish this entirely thru training, since all men are not susceptible to a change of habits and the man who does not respond must be separated from the Service.

The training objective should be more than a mere paper plan and the outlined procedure should be strictly followed in actual practice. Such a plan should tend to eliminate many of the apparent inconsistencies of personnel cases under similar circumstances.

Training of this nature is largely by intention although it has not always been recognized as such. Each man is carefully watched in an effort to avoid his becoming entangled in any unnecessary or unpleasant controversies. Prevention rather than cure is the best policy and this can usually be brought about by discussing the case with the man, offering suggestions and pointing out what it is thought should be done. If possible, make him feel that the solution is his. After cases have developed the procedure is much the same with frank discussions with all concerned. When the ranger is at fault on any points they are gone over with him and the proper methods indicated in an effort to avoid repetition. If any sore spots are known to exist every effort is made to clarify the situation in order to promote a better community spirit which is the foundation for all satisfactory public contacts.

One method I have used for years in endeavoring to teach men to improve their contacts with the public and one I use consistently in dealing with the hard-boiled, grouchy, radical and turbulent variety of permittee, is to allow an irate permittee to "talk himself out". To relieve his "mind and soul". To let the storm rage. Then when he has calmed down somewhat, by courteous and sympathetic questions induce him to go over the same ground again, or several times if necessary, until he has exhausted all his steam; has not an ounce left. Many times I find that his troubles and grievances have evaporated into thin air, or if not that, nine times out of ten that he is ready to listen to reason. That through some mysterious alchemy of the mind he had got into an attitude of deference and confidence and had forgotten the supposed cause of grievance or was ready to accept the solution of the difficulty that could be offered. The same method applies to ordinary situations as well as to the rip-roaring, blood-and-thunder one.

Before the situation arises, endeavor to prepare the trainee's mind by telling him that no matter what happens we should not get excited; should listen to whatever complaints are made, should try to see both sides of every case, etc., etc. Then after the seance, I go over the situation with him and endeavor to analyze it in detail.

I have always considered this method simply the exercise of ordinary common sense and tact. Imagine my surprise, then, to learn in my recent reading that it has all the earmarks of Freudian psychoanalysis!

I have used the same method in dealing with rangers suffering with neurosis. Had I been equipped with the aids that science now has to offer the results might have been different.

It seems to me that this quite naturally brings us back to the idea of the training forest and training ranger districts, and especially training the trainers first.

## O. Fred Arthur

## Alamogordo, New Mexico

Training may well be done consciously along with any inspection or supervisory job, applicable in particular to general administrative work, public contacts, etc. It can properly be provided for as a specific objective in giving men project assignments as on grazing reconnaissance, timber surveys, sales operations, etc. The Supervisor cannot always do it and with the trend in specialization today he may not be the best fitted to instruct in certain specific lines. He would be a poor Supervisor or executive indeed who would fail to take advantage of advanced knowledge within his own organization to promote the general development of his force. Time allowances, schedules, increased duties and responsibilities all tend to prevent that close association with men that prevailed a number of years ago and which is so essential to informal instruction and teaching. I gather in talking to other Supervisors that it is becoming more difficult to meet ranger district inspection schedules. This means the loss of a valuable medium for training and instruction on the job and if such a condition is general and continues the natural result will be reflected by retarded development in the field force.



There is no question but that the supervisor does the bulk of the training of his men, at least so far as training on the job is concerned. This training is now probably more by absorption than by intention, especially when compared with the systematized training camp and the winter study course work. He cannot escape doing this training even if he wanted to (and no one does want to) because he is so frequently in contact with his men; inspecting their work, directing and planning. The responsibility will continue to be his but he needs assistance in working out a more systematic general program and an outline of the best methods, or the technique, of training on different jobs. General programs and methods could of course not be applied wholesale but parts could be used to fit individual needs. This assistance might come under the head of training the supervisor to train but whatever it is called it should result in a more systematic procedure. Even if every supervisor had the time to work out a general training program and develop a technique of training on the numerous jobs it would be economy if the district training head worked out these general guides. The district training head should also do some follow-up work in the field.

Any man on the supervisor's staff, who does inspection work or works in a supervisory capacity, should have a part in the training program. They cannot escape it any more than can the supervisor because they too are in frequent contact with the men, helping with and directing and inspecting jobs.

---

**Edwin F. Smith****Placerville, California**

Under our present method of training, I agree with the first paragraph that the bulk of the training is now and will continue to be done by the Supervisor. However, I do not believe or agree that this is the best method.

I believe that training of men should be handled by qualified men other than the Supervisory force, but such a step seems to be far distant.

One method used on this Forest to study the different methods of contact with the public is that we hold an annual spring work meeting at which time all the work is planned for the coming season. At this meeting we bring out different cases that are more or less out of the ordinary and discuss them at length so that we all can see where any errors were made and can profit by such mistakes in the future. This method improves our approach in contact with the general public and assists us in our work along tried lines.

---

**Ray Peck****Grand Junction, Colorado**

There is no question but what every man in the Service has the responsibility of training every man under him. The Guard looks to the Ranger, the Ranger to the Supervisor and the Supervisor to the District Forester.

The job analysis is one of the first steps in training. After the job is analyzed, the next step is to train the men to do it in the shortest time in the best way. The best way to do this is to get out on the job with the men and jointly work out improved methods.

Some of this work can well be delegated by the Supervisor to well qualified men. For instance, a Range Examiner is well qualified to train the men in the field on grazing reconnaissance and management plan work. A definite plan was set up on this Forest for doing this last summer and the men were given actual training on the ground which, in my opinion, was much more valuable than any study course they could have taken on the subject.

The big thing for the Ranger to get over to the public is that he knows "his stuff". It is essential that the Ranger know thoroughly what he is talking about before he tries to tell the public what to do. I have seen many men lose standing in a community by trying to tell the stockmen to do something that was not practical or necessary. I have tried to teach the men not to open fire until they were absolutely sure of their ground.

G. E. Martin

Livingston, Montana

It is logical that any organization will reflect in some degree the methods and principles of the leader of the unit. Usually the tendency is very pronounced. Not only is good training quickly absorbed but unfortunately bad practices may also be taken up with equal rapidity. The Supervisor carries a grave responsibility in this respect and the subject is worthy of most serious consideration and action.

Since training is recognized as one of the principal elements of correct supervision, there should be no need for isolating and labeling training, setting it up as an independent project. The most effective and lasting training is that which occurs while successfully dealing with concrete problems on the job. No doubt the most proficient trainers as well as the less able may improve by more conscious planning, and more analytical study of technique and results. But any plan for training should be extremely flexible in order to fit the widely varying types of individuals and conditions.

The Supervisor should do most of the training but there should be no hesitancy about delegating the job to anyone having expert knowledge along the proposed lines of training.

The training objective of a Forest should be to bring out the best performance of which the employee is inherently capable.

Probably no other nation has a citizenry with such widely differing characteristics as is to be found in the United States. Here can be found the widest ranges in physical, mental, and racial traits. These conditions do not readily lend themselves to standardized methods of personal contact. For example, a large, jovial ranger may walk up to an obstreperous permittee, slap him on the back and succeed in jollying him out of his grouch, while a little, sober-faced ranger may try the same tactics and succeed only in getting a black eye, again, a ranger of Jewish origin may make a successful personal contact in a manner peculiar to his racial tendencies while a ranger not distantly removed from the "land of the shamrock" might obtain equally successful results but from an entirely different approach. Neither, with any amount of coaching, could possibly succeed by attempting to follow the methods of the other.

I believe in developing in all possible ways a high sense of fairness and justice in all human contacts, based on thorough under-



standing. If this broad principle is clearly understood and sincerely followed one cannot go far astray.

---

**R. L. P. Bigelow, M. M. Barnum and L. S. Smith, Nevada City, Calif.**

Since it has been clearly demonstrated, at the District 5 ranger school, that the District Officers had to be taught how to teach, by a specialist in training from the University, it is evident that the field executives should also be taught how to train. Supervisors have been training, each in his own way. Some methods have been excellent, and others only passable. Most of the training has been by "absorption". We believe that training on the job should be made a project; study its technique, plan it and inspect it as the most successful big business organizations are doing. The question is, are we ready or sufficiently trained to carry this out. We do not believe that we are and that this method of training must be demonstrated on the job by a specialist in training.

Undoubtedly the supervisor should be the guiding hand in training on his Forest but he must, also, delegate this responsibility to others, in order to accomplish results. The job must be a combination of training by the supervisor, his staff and the district ranger force, after being taught by a specialist.

The objectives of training on a Forest should be: quality of the job, increased efficiency in the use of time, and, as a public officer, to reflect credit on the Service. Care must be taken in this training to not take away the initiative of our field men. The training should be such as to increase initiative and the capacity for accepting responsibility, thereby increasing morale. We have heard, on numerous occasions, the statement that the scientific-management program was taking away the morale of the service and the initiative of our men. This was brought out by a letter read by the Forester and which appeared in a recent issue of the Service Minutes.

I have always tried, and have felt it my official duty, to be courteous to the public and I have made it a point, in training my men, to stress this attitude in their contacts with the public. In settling controversies between rangers and Forest users I have especially made it a point to show the ranger that the attitude of the Forest officer should be friendly. We have not, knowingly, used methods brought out in this lesson. Our practice has been to show our men where they have made mistakes, and to show them, by demonstration, correct public sentiment.

---

**Arthur L. Nelson**

**Halsey, Nebraska**

I believe that the time is coming when the Forest Service will make "training on the job" a project, and will have a definite plan and technique to follow, and that the training will be inspected similar to any other work. Our past methods have been haphazard. If the press of other administrative work has not been too great we have taken time out to do considerable training on the job, much of it in connection with field work and some of it intentional training. The Supervisor should be mainly responsible for the training of his Forest force, especially the Ranger force. The clerical force should

have their training given them under competent executive assistants, and by means of more frequent contact with District Office Auditors and administrative personnel. The Assistant Supervisor can assist materially in the training work, but he first must be trained by the Supervisor, in order that the Supervisor may be assured that the proper training methods and technique are being followed. We can project this work and tie it in with our regular inspection jobs, in fact we can think of our inspections as bearing directly on the training subject. When any form of job is encountered make it a point to discuss the why and wherefore of it, and possibly assist in doing it, or at least discuss the Ranger's method with him at the time. Much can be done by suggestion and cross examination, but we must be careful not to let ourselves do the Ranger's work while with him. Otherwise we will lose the broader perspective of a Supervisor. As an executive, it is the Supervisor's duty to see that things get done and done properly.

---

O. W. Mink

Mackay, Idaho

A lot of discouragement is encountered in attempting to teach men to make contacts with the public. I feel, however, that my efforts have been pretty well rewarded. I believe that the secret to this problem is to convince by an actual case or cases with the person to be contacted and the employee, that in order to solve a certain problem of use we must first consult the interested public. Exchanges in classes of stock and utilization of larkspur on cattle ranges by sheep, to keep down cattle losses, are two common PR adventures. These problems may take one or even three years to solve, and users of radical trend and prejudiced minds may never be convinced but can be better informed.

A good question to put to a ranger when he proposes some new changes in the administration of his district is, "Have you consulted John Smith, who lives on Fish Creek, and who would be affected by this change?" If he has not he has made a bad beginning. It requires a considerable amount of training to convince the ranger who does not possess sales experience to confer with the general public, but there is always some medium through which the public can be reached by the most reserved ranger. Our "Show Me" trips have offered this medium to the most backward men. In making any progress in this line it is necessary for the executive to take the initiative until he is satisfied by observance and inspection that the employee is making the necessary progress along this line.

Another method which I have followed is to make contacts with the public myself, and be sure that the ranger accompanies me; and if it is a matter affecting his district, allow him to do the most of the talking, or all of it if possible. However, he should be coached a little beforehand, and at least the ranger and Supervisor should be in agreement. In my time I have seen a few Supervisors get up at meetings and disagree with their rangers. This is all right when all present are Forest Officers, but we were speaking of meetings with the public, and I think there is nothing more discouraging to a new or old ranger than to have a Supervisor disagree with him before a group of people with whom he has to deal. This not only destroys



his confidence, but may destroy the confidence of the public. These things can very well be avoided by having things ironed out beforehand and an agreement reached between the Supervisor and his ranger.

Wm. B. Fay

Glenwood Springs, Colorado

Training in the Forest Service has always been considered of major importance and has been given careful attention, very often perhaps in such a disguised manner that it has not received the place of relative importance to other activities to which it is entitled. I defy any man in the Service irregardless of the position he occupies to say that he has not been trained in the Service and profited by this training. Where else could we have been trained? Very few of us have ever engaged in any other occupation. I can look back on some pretty green hombres, who have been developed into pretty efficient employees. Our training has been mostly by absorption, some by intention, but rarely has it followed a well-defined program and follow-up, although a great deal of its effectiveness has been determined through systematic inspections. I believe a good deal of our training has been attained through a desire for self-development.

These methods have produced results, but are they the best available—are we reducing the learning time to a minimum?

The conclusions reached by Mr. Kenagy in "Technique of Training on the Job" are: "(1) Training should fit the job, (2) Reduce learning time to a minimum, (3) Inspire the worker, (4) Develop the most effective work habits." It is quite apparent from the foregoing statements that training must be made a job. We must study its technique, plan it and inspect it.

I have had very little experience, neither have I been associated with supervisors, who followed any systematic training program other than a series of don't do this or that, in teaching men to improve their contact with the public. However, I know of one exception where a supervisor through indirect reference succeeded in getting a ranger to improve his appearance though changing his mode of dress, which dated back to the Levi Straus period and whose garments were retained for several anniversaries beyond their period of usefulness. However, before attempting teaching of this kind I would want to be sure that my methods were entirely correct and practicable, and based on successful results obtained in past application and not from the fact that the method, being my own, was infallible. In the past we have assumed personality to be something unchangeable. In this course we have been told that it can be changed, corrected and improved and like our intellect can be readily trained. In teaching men to improve their contacts with the public it is very essential that we operate on a mighty substantial basis. There is a wide difference between a courteous, genial and firm manner, and an aggressive, arrogant, my-way-is-the-right-one, and an easy-going, glad-hand one, while the possessor of each may have a wide executive capacity.

Granted that the Supervisor is responsible for the bulk of the training of his men, and since only through proper training can we hope to reach any degree of perfection in Forest administration, I think that training and its technique should be projected. But this cannot be done with our present Supervisor's staff. Most Forests would need at least one more man to relieve the Supervisor of routine, as well as some supervisory work. Of course, this would increase our costs, but we will get increased efficiency and added production (which may be in the form of fewer large fires); at the same time we will be able to do work which at present is going undone, due to more pressing and important jobs.

It is not possible for the Supervisor to do all of the training personally; some of it must be delegated in order to cover all of the territory. At the same time by doing this he is training his assistant in training; however, he should make a careful check of all training done.

The training objective on a Forest should be to make every ranger and staff officer a master of his position, and fitted for advancement, commensurate with his ability.

**L. F. Jefferson****Sandpoint, Idaho**

I agree with the first paragraph to the extent that it is a principal duty of the Supervisor to train his entire force. It brings us back to leadership.

There is not time to do in a project-way the volume of training required. We will have to continue as in the past, by rather conscious effort in connection with supervising. The Supervisor should lead it, but his entire staff should carry it forward. The training objective on the Forest should aim to adequately qualify every man on the Forest to fill his particular job.

**J. W. Farrell****McCall, Idaho**

I believe that to some extent we should make training on the job a project, at least to the extent of planning our work, so that the item of training is brought forcibly to our attention. It is my belief that we should strive to give more specific training, in other words train the employee on the jobs for which he has direct responsibility. It is true that the employee must be trained for all activities in a general way, but I believe we should carry our training down to specific jobs. Our general courses, for example, in grazing are a necessary prerequisite, but we should train the Ranger in the best ways and methods in handling grazing on a specific allotment. It often happens that this method is the supreme test for both the trainer and trainee. If such practices are followed we must consider training as a project, study its technique, plan it, and inspect it. It seems to me immaterial whether the Supervisor does the training or delegates it, so long as he plans it and inspects it.

To quote from the pamphlet, "The Technique of Training on the Job", page 30, our objective should be: (1) To make the training



fit the job; (2) Reduce learning time to the minimum; (3) Inspire the worker; and (4) Develop the most effective work habits.

---

**Alva A. Simpson**

**Miles City, Montana**

I wonder why we place so much emphasis on training the ranger. I wonder if the District Forester has not a greater responsibility in training the Supervisors to properly manage a Forest and if the reflection of this training will not be more valuable to the rangers due to the fact that the rangers reflect the methods of the Supervisor.

Assuming that the rangers reflect the Supervisor, is it not important that the reflections should be along proper lines; and as Supervisors can we say that we are best qualified to do the training.

We have said that training is an important phase of our work. We have emphasized this importance, hence it should be properly organized and directed. This means that someone in the District organization should "study the technique, plan it and inspect it". The Supervisor can only be one agency for transmitting training to his subordinates. It is immaterial whether this is delegated or not, so long as he fulfills the functions of transmitting. He is qualified only to the extent of his abilities and unless centrally directed and supervised there may be 158 different methods of teaching.

Training should be elevated above our previous conceptions of a director of a study course—it should be divorced from too much "lip service" and aligned with demonstration. It should rate a priority in each District that will allow specialization by a director and his functions should be to see that the personnel are adequately trained thru any and all agencies that are available. The Supervisor will function insofar as his immediate subordinates are concerned. The ranger will function on his temporary organization, and the responsibility of each will be defined.

---

**F. S. Moore**

**Montpelier, Idaho**

The statement in the 1st paragraph relative to training by the Supervisor is absolutely correct. The Supervisor is training all the time that he is on the job with one or all of his men, a large part of which is unconsciously done, possibly, yet it is having its effect, good or bad, on his men and the Supervisor's attitude is reflected in his force. This training is inescapable and I believe most Supervisors realize this and keep it constantly in mind even when discussing relatively unimportant matters with their men. In addition to the unconscious or unintentional training he also does the training by "intention" which is usually training of a specific nature which an analysis of the particular man or job has indicated the need of. Every Supervisor has many cases of such kinds of training. In analyzing each man's work he will find some line wherein he is weak, does not have the proper perspective, is not as fully informed as he should be or in some respect needs additional training. The training then is planned specifically to fit the needs in the individual case. Such training in some cases may require a change in assignment entirely or assignment to a special job for a certain period. In addition to the individual training, which is practiced on every Forest where there is

a small force and personal contact is had frequently with all the men, and for the individual needs of each man, we have the group training which can be given a group of men engaged in the same kind of work, such as timber cruising, insect control work, etc. We find this class of training valuable in training the men in the right methods of performing the work and also in developing and instructing these men later for the position of trainers or to take charge of the work. I believe that this class of training, e. g. training on the job, where the man actually does the work under the supervision and instruction of a qualified instructor, is the best class of training we have and should receive more emphasis in our training work. Believe that the Supervisors generally realize that they do not devote sufficient time to this phase of the work. This is partially on account of the ever increasing load from every side, decreasing personnel which lessens the number of men available for such work, and the large number of important administrative jobs constantly demanding attention and which force the training into the background.

The Supervisor need not necessarily do the training in all cases, particularly if he has a man qualified to do it. In timber cruising, scaling, grazing survey, and other work he may have a man specially trained in such work, in which case better results would be obtained if the work was delegated.

C. L. Perkins

Elkins, W. Va.

There can be no argument against the fact that the bulk of the training is now and will continue to be done by the Supervisor. It is equally true that the men on the Forest will and should reflect the Supervisor.

The training at the Ranger School, Forest School, and the special training camp or school is very important. But the training after assignment on the Forest is equally or more important. Many good men have gone wrong because of poor supervision and poor training in the field.

But the Supervisor is not solely responsible. There is a certain amount of responsibility resting on the shoulders of the D. O., the responsibility of picking a man well qualified for the Supervisor's job, and for properly training this man in order that he in turn may train the men on the Forest. The responsibility of the District Office for the Supervisor is the same as the Supervisor's for his men.

Training on the job, should be made a definite project; thoroughly planned for, aimed at the attainment of definite objectives and according to the best known and most practical technique. The technique can be built up from time to time as we have done in other phases of the work. The training must be by "intention", eliminating the "turn 'em loose" method. Training by absorption will always be with us, but it will be substituted considerably by the better method of "intention."

The plan for training for a specific job should be based on the job specifications and the job analysis. The job specifications are applicable to the District as a whole and are rather general. The job analysis is more specific; it gives a clearer and more definite picture of the job on a given Forest. For example, fire control work comes



first on all Forests, but the intensity of this activity varies between forests and even on the same Forest. The priority of work coming after fire control varies between Forests and even on the same Forest, as does the intensity of the activities. However, it is believed that practically all forest officers, especially rangers should receive a general training, leaving the special training needed to meet the requirements of the Forest to the Supervisor.

---

J. R. Bruckart

Vancouver, Washington

Training will always be, I believe, very closely associated with supervision. This does not mean that we cannot make the training a definite project, develop a well defined training technique and plan to systematically train those of the Forest personnel needing training.

We need first to make an analysis of our jobs, a personal analysis of the men filling the different positions. Then after determining our training needs, make up a training program to fit. The actual methods to be used in training the yearlong force will have to be varied to fit the temperament of each individual. The trainer must first build up the confidence of the trainee. He must know his stuff and be able to convince the trainee that the method he wishes used is superior to the one to be displaced or improved upon.

Formal training in most cases will work well with new men who have not yet developed their own habits of work, but with older men it will, in many instances, be necessary to resort to indirect training methods. Nothing so succeeds like success and the best training method is one that demonstrates in its actual application that it is superior to some other method the trainee has been using. For instance, if we can show a ranger the saving in time or money by using two-man trail maintenance crews, packing their own equipment with burrows instead of four-man crews who have to be supplied and moved by a special packer, he will if at all amenable to change, be eager to change his method of doing this particular job. Merely telling the average man that a certain method is better than the one he is using will not, in most instances, convince him, but if one works the thing out with him on the ground and it proves the better way, he will usually be sold on the idea.

Most training should be done by the Supervisor, although some training will have to be delegated. Training by the staff will mean that more ground can be covered and it will develop the training technique of a larger number of men than where the training work is the exclusive function of the Supervisor.

I do not know that I ever undertook to consciously teach a ranger to improve his contacts with the public. Training along this line has been to accompany a ranger when making arrangements for cooperation and assist him by covering those points he overlooked. The same training method was used in making other public contacts.

Practically all training I received when working as a ranger was merely observing my Supervisor's method and when convinced that his technique was sound, making an effort to use his system.

---

It is a pretty general condition, I believe, that most Forest Supervisors do not do enough training. They do most of what is done. Quite often they train an assistant and the ranger gets his second-hand. This isn't so good and the Supervisor knows it. He also knows that he is not responsible for the condition that prevents his doing the training personally so frequently.

The most important training period is the first two weeks of a new ranger's appointment, when new habits are being formed or old ones reformed. The Supervisor has not much control over the allocation of these training periods in the year's work. My feeling is that he should delegate or drop everything else and attend to this first training period himself. A more experienced Supervisor might point out that he has many other jobs which parallel the importance of training.

A new ranger is very receptive, anxious to find out how his new Supervisor likes things done. Does the Supervisor want volume or accuracy? The personnel line-up of the district does not seem to provide for both. What jobs should be lined up for volume? What for accuracy, more or less regardless of the time element? "The required degree of accuracy" was a subject taught in 'institutions of higher learning' many years ago. The Supervisor, consciously or unconsciously, must apply it constantly to turn out the volume of work required. If he does one job too well, he will be unable to do another as well as desired.

The ranger must be trained to judge situations, classify the importance of jobs and handle them accordingly. Occasionally, too frequently I sometimes think, both the Supervisor and ranger are called upon to do special jobs for which they have made no allowance. (This isn't getting away from the subject.) One of the most difficult things to teach or train is the relative importance of a job and the reasonably correct amount of time to spend on it. This is particularly true when the job is a new one for the Service.

As to contacts. We learn and train most successfully by example—the absorption method. A lot of my contact work has been in connection with buying land. I have learned by associating with more experienced contact men and watching their methods. The opportunity to teach contact presents itself every time you meet a person or group of people (the public) while in company with a trainee. Depending upon your skill one or several contacts with the same person or group are necessary to give the impression you desire. If it can be done in one, you have saved time.

When a meeting is scheduled with people you know, you can characterize them briefly to the ranger and outline your attack, what you want to accomplish, who is to be talked to, who is to be listened to. Afterwards you can "hash over" the meeting and analyze the results—also plan the next meeting, if another is necessary. There really isn't much done at meetings of over three or four. The real work is done in advance with the individuals, the group leaders.

Anyone can improve his contact methods, but after all, I'm old fashioned enough to think that much of a man's contact ability is born in him or developed long before he becomes one of our trainees.



Like getting bald-headed, fat, gray or thin—"some do and some don't."

Roy A. Phillips

Grangeville, Idaho

I think it is true that the Supervisor trains his men whether it is by intention or done subconsciously and this training is reflected in the progress made in certain lines of work as well as the lack of progress in others. Supervisors who are proficient in grazing will concentrate in range management and will develop an efficient grazing administration, others will do the same in timber management, land uses, or improvement construction. In some instances we have neglected training in certain phases of our work to the extent that public opinion has become crystalized into a very unfavorable state of mind and keen opposition has developed in regard to certain phases of forest administration. I have in mind a specific case where not over 3000 head of sheep were grazed on the forest for a three month season but local opposition to sheep grazing reached the stage where much newspaper publicity resulted concerning the damage to private citizens, destruction of game, damage to timber growth, the pollution of water sources, and resolutions were even adopted and sent to Congress recommending abolishment of grazing on national forests. This state of affairs resulted entirely through a lack of training, for had the Supervisor trained the ranger in some of the fundamentals of grazing administration the protest against grazing would have been nipped in the

To an  
yourself b  
In public c  
ing the wa  
a trial or  
been my s  
that I ha  
public con  
how to go  
quiremen  
gone bey  
before an  
his own t  
that he n  
way poss  
eyes of t  
under an  
tacts wit  
here by  
gaged in  
of suitak  
Five me  
conducte  
the spee  
who fou  
night w  
tion on  
conduct

1364	
3-4-30	
0-2	
271	
4004	
14	40
5	26
2	96
29	40
52	52

trying to lift  
ave done much.  
ample by lead-  
I had not given  
he results have  
ate. I do know  
rove myself in  
st what way or  
ng became a re-  
er I have never  
get on his feet  
aptly stated in  
y to an audience  
tacts in the best  
r rangers in the  
a public address  
l in making con-  
ss was organized  
and who is en-  
together a class  
business houses.  
course which was  
improvement in  
remarkable. Men  
thought the first  
an able presenta-  
ould well afford to





Like getting bald-headed, fat, gray or thin—"some do and some don't."

## Roy A. Phillips

Grangeville, Idaho

I think it is true that the Supervisor trains his men whether it is by intention or done subconsciously and this training is reflected in the progress made in certain lines of work as well as the lack of progress in others. Supervisors who are proficient in grazing will concentrate on efficient grazing administration, land uses, or in neglected training. We have neglected training that public opinion has developed a state of mind and keen observation of phases of forest administration not over 3000 head of sheep in the month season but local opposition to much news-paper publication of private citizens, destruction of water sources, a recommendation to Congress of affairs. This state of mind, for had the mental of grazing have been nip-

To an individual trying to lift yourself by doing much. In public speaking by example by leading. I had not given a trial or the results have been my superior. I do know that I have been told occasionally that I should improve myself in public contact work but no one has ever told me in just what way or how to go about it. Since the time when public speaking became a requirement and investment of the average forest officer I have never gone beyond a certain point in insisting that a man get on his feet before an audience and make a "fool of himself" as aptly stated in his own terms, but that if he could not talk coherently to an audience that he merely act his natural self and make his contacts in the best way possible. It is true that some of our most popular rangers in the eyes of the local public are men who would not make a public address under any circumstances but are unusually successful in making contacts with individuals. Recently a public speaking class was organized here by a man in the employ of a large corporation and who is engaged in training the company's employees. To get together a class of suitable size he recruits part of his class from business houses. Five men in the local forest organization took the course which was conducted for a period of only five nights, but the improvement in the speech making ability of the entire class was remarkable. Men who found it scarcely possible to express a coherent thought the first night were able to collect their thoughts and make an able presentation on the last night. It seems to me the Service could well afford to conduct training classes along this line.

1  
F76 Pe

# PERSONNEL MANAGEMENT

A STUDY OF

PRINCIPLES AND METHODS

BY

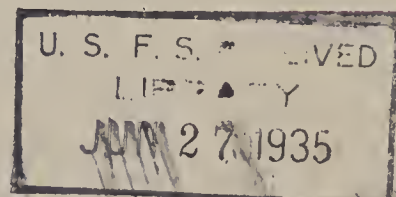
FOREST SUPERVISORS, U. S. FOREST SERVICE

SEVENTH LESSON



Discussions of this lesson should  
reach Denver not later than March 7, 1930

Feb. 18, 1930





## TRAINING RANGERS TO TRAIN

While the Supervisor will train the rangers and to some extent assistants and guards, the supplemental force, particularly in protection, is so large on some Forests that the ranger will become or is the chief instructor, and since so much depends on having a well trained organization, the training of the ranger to train must be classed as an important problem. But not a particularly difficult one if we approach it as we agreed last winter that any management problem should be approached by applying "the scientific method." To do this it is necessary to analyze the situation, including the ranger, collect all available information, test out suggested solutions and determine and use the best method.

By analyzing the ranger, I mean primarily studying his methods of handling men, how well he analyzes the jobs to be done, the definiteness and accuracy of his instructions, his method for checking up on things done, and his deftness in ascertaining and using what the man already knows. For all teaching must be based on the thing already known. That is the foundation on which you must build.

Then, too, you must analyze the jobs to be done and help the ranger to analyze. If you want the ranger to train a fire suppression organization, for example, you will probably find it desirable to actually write down the things which the division boss, the camp boss, etc., must do. Then from this you will probably want to pick out and discuss with the ranger the principal "training points" for each job. That is, what are the points that must be emphasized—made to stand out—around which other things must be grouped. And since no one can learn anything entirely new, the things done on the job must be tied definitely to things already known or done on other jobs.

It is then just a matter of "training on the job" as we discussed in our last lesson. The ranger must be taught to realize that one learns only through action. Never depend on anyone knowing a thing until he has done it. Give the man instructions, yes, written instructions, discuss these instructions with him and explain the **why** of them as well as the **how**; but also, if new or difficult, do it for him. In doing the job for training always tie it in to the written instructions. Then have the trainee do it. Then criticise his work, tying every criticism back to the written instruction. In this way, the trainee learns to associate the instructions with the job and to think of the two inseparably.

It is a good thing also to discuss failures or mistakes of others with their results and how they might have been prevented. These also should be tied into instructions—following instructions would have prevented the failures. If not, the instructions were wrong. In like manner the inspection of lookouts, guards, and other temporary men should check the actual performance against the written instructions. Even though the ranger does remember the instructions, he should have them in writing and actually refer to them with the trainee.

Briefly, the training process as discussed in Lesson 6 is this:

1. Determine just what is done on the job (job specification) and the best known way of doing it (standards).
2. Demonstrate—show the trainee how; take nothing for granted; emphasize the "training points," as previously determined, tie new things

to old, remember that the **why** helps to remember the **how**. It also helps in getting a realization of its importance, and such realization helps to prevent failures.

3. Have the trainee do it. Usually let him go through with it without help or interference. Sometimes this method will involve too much time, but at least let him go far enough to show that he can or cannot.

4. Next criticise the work painstakingly and impersonally. Check it step by step against instructions. It is either right or wrong. Emphasize the right. Do not dwell on the wrong; you want him to forget that.

5. Repeat until the job is satisfactorily done.

6. Continue training through supervision and inspection, requiring all work according to specifications and standards.

Now your job in training the ranger to train will be to get him to see the necessity for going through this lengthly rigamarole with each man he has to train. The exact method best suited for doing this will depend upon both you and him. As a prerequisite, however, it will be necessary for you to convince yourself that a carefully trained organization is worth the effort, and, second, that exact technical methods are necessary to produce an accurately functioning, dependable organization, one that clicks all the time. Somehow or other many Service men seem to have gotten the idea that all we need to do is to give our men a dose of enthusiasm, a little pep, a few general instructions and then depend on their "initiative" when the crisis hits us. Those things are all very well but how far would they go alone in a football game? And isn't the "fire game" just as important, just as exacting and just as technical, as football? The successful coach drills his men on the execution of every play, but he also teaches them theory—they must learn the why as well as the how. And a man must first learn the "technique" of his position before he tries to put individuality or initiative into his play. Likewise, the fire organization must be coached on the technique of its job. Each position—lookout, dispatcher, division guard, fire boss—has a technique all its own. The man in each position should be coached—drilled—until the best known practice—standard—technique—for the job is second nature to him. Only after that is it safe for him to use "initiative."

And the ranger will be the chief coach on most Forests. If he is to be a successful coach he must learn to appreciate not only the technique of each job to be done but also the technique of the coaching job itself. He must learn to think of himself not merely as the boss who directs the organization when in action but also as the coach who trains them for action—trains them as Connie Mack trained the Athletics, so that when the crisis comes the organization and each member in it knows his job and functions accurately and dependably, in accordance with the best recognized technique.

And your job as Supervisor-trainer? Is it not chiefly to make the ranger realize the importance of his job and the planning and coaching and training necessary to accomplish his objective—a winning team in the fire game? Such ideas are usually put across through some indirect, impersonal, or suggestion method. Telling won't do it. Reasoning the thing out won't do it. It takes ingenuity. It's up to you to find a way. Aside from this, the ranger will need help in analyzing and planning and in methods of training the particular men in the specific jobs that fall to his lot. This help you will give him following the "training on the job"





## DISCUSSIONS—LESSON SEVEN

Frank J. Jefferson

Libby, Montana

We have had, for a number of years, a standard outline for a guard training course. We have also sensed the fact that this training course has not been producing the desired result. It is up for revamping.

As a first step I have asked several of the Rangers to prepare a list of the things that, during the past four or five years, they have actually called upon guards to accomplish. This set up of actual job requirements will form the basis for a new guard training plan. General job requirements will be set apart from specialized jobs and no group training will be given in subjects which are not of general concern, these will be reserved for individual training.

Each job requirement will be weighed to determine its value for fire control purposes. Jobs that don't contribute directly to better fire control will be thrown out of the picture so far as group training is concerned.

As a complement to these job requirements we have an analysis that indicates the weak spots in our actual fire control work. This shows us where our greatest training effort should be placed.

We will then consider, for each job, whether it is one in which we can train men by having them actually perform the jobs, our thought being that this is the best method of training and that we should go as far as possible on every job by this method.

After this study of where, why, and how to train we will take the next step and see to it that the men who are to do the training are themselves wholly competent both to do and to train.

We hope as a result of this reconsideration and revamping of our guard training plan to be able to turn out men better trained for the jobs that experience has shown that they must do, and by eliminating side lines and more or less superficial information center their thoughts upon the real jobs ahead of them.

---

J. E. Ryan, A. N. Cochrell

Newport, Washington

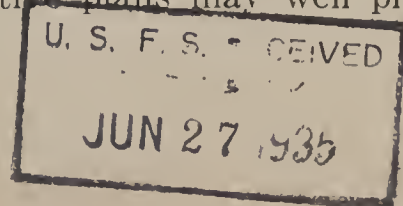
I. 1. Schooling the ranger in the fundamentals of the work including the why's and wherefore's of each job.

2. Training in the art of training in order that each ranger can systematically pass his knowledge on to his subordinates.

3. The necessity for such coaching is to eliminate the many mistakes which are the direct results of improper instruction, training or inspection.

II. The teaching of fundamentals which are a necessary background for all trainers can best be accomplished by training on the job as discussed in a previous lesson.

Number 2 above hinges largely on our own ability to get across to the ranger a proper understanding of existing instructions and practices. Job analysis and administrative plans may well play an





important role in this respect. Unless he has a clear-cut conception of the entire job, he cannot be expected to satisfactorily pass it on to his immediate organization. The technique of such training must necessarily vary with certain individuals and conditions.

III. 1. The lack of adequate training facilities on the Forests under which new men, in particular, can be given the proper apprenticeship work. Financial limitations and the urgent need for accomplishing specific jobs are probably our greatest handicap.

2. The disruption of plans, by fires and other unforeseen jobs which tend to prevent the carrying to completion within a suitable period of time, which play such an important part in our training scheme.

3. Mental reservations or hesitancy on the part of the ranger to freely accept plans or new ways of doing things.

4. The class of labor from which our temporary organizations are drawn and the conditions under which they work make the job of training by the ranger especially difficult.

IV. 1. Recognition of the need for such training and provision for means of accomplishing. The elimination of this factor must largely come from higher authorities.

2. The perfection of an organization which can reasonably be expected to handle most of the fires while small. Other unforeseen jobs can be partially eliminated by better planning and by placing such work when it does occur in its proper relation with duties which had been provided for. The need for accomplishing some of the nonscheduled jobs is often given too high priority.

3. This is nothing more or less than a question of proper methods of training of the ranger by his superiors.

4. The class of labor in our temporary organizations will in all probability remain as it is, and all that can be accomplished is to plan our training to attain the best possible results.

5. Partial attainment of all the objectives can reasonably be expected. Further analysis of the situation from time to time looking toward the elimination of the factors listed under No. 3 is essential.

---

R. E. Clark

Monte Vista, Colo.

Each and every lesson received to date has strengthened my conviction that the theory of training is absolutely sound and that the need for its systematic application within our own organization is obviously apparent. The general trend of the methods employed elsewhere, involving a segregation of the "difficulties" and concentration thereon until overcome, likewise appears to be quite logical.

However, thus far, and when considering the makeup of our own organization, I am unable to digest satisfactorily the all too obviously expressed principle that the trainee is always at least one step lower down the scale than the trainer. Although possibly not intended as such, it permits the impression that the Supervisor is an expert technician—an unquestioned authority in the drafting of specifications for any Forest job and in the accomplishment of the details thereof. And, by the same sequence, members of the District Forester's staff would be better than the Supervisor in each event and, of

course, far superior to the Ranger. Would this not be necessary if the D. O. were to train the Supervisor to train the Ranger in the details of technique involved in the Ranger's job? The whole idea, if my interpretation is correct, throws into the discard that widely recognized principle of efficiency—the use of “Competent Council”. It divorces itself entirely from the repeated repetition of fact that many of our best methods of doing things today were born, reared, and otherwise developed solely within the Ranger grade.

I can not wholly agree with the illustration that the Supervisor is comparable to the Coach of a football team. The Supervisor is a member of the team, probably more in the sense of a Captain. It takes the most intense kind of team play to put the game over these days. The old idea of “I this” and “I that” is rapidly disappearing. The new idea of “We” is in the foreground and the use of the “huddle system” in Forest Work is every bit as necessary as it is in football. It is the combined effort of the Supervisor and the Rangers through the “Scientific method” of analytical research that will blaze the trail to the coveted goal—the best way to do a job.

I don't like the idea that a Supervisor, simply by virtue of his position, knows the best way to do everything that a Ranger has to do. There are few Supervisors who, if perfectly frank with themselves, will not admit that their actual skill in the performance of many jobs allotted to the Ranger is exhibited best through the maintenance of a position well in the background. The same Supervisor may know how it ought to be done—he can visualize perfectly the desired finished product—but, can he do it himself? If he can not, then how is he to act as a demonstrator, which is part of a trainer's qualifications if he complies with Step 2 as outlined in the lesson?

**Charles D. Simpson**

**Missoula, Montana**

1. The purposes of training temporary men on the Forest might be listed as follows:

a To improve action on each of the actual fire-prevention, detection, and suppression jobs.

b To secure better fire records and reports such as lightning-storm reports, lookout and fireman reports, diary and time reports.

c To produce more or better improvement construction and maintenance work, both by use of contributed time and by improvement crews.

2. a Each season it is necessary to use a considerable number of new men as lookouts, firemen, patrolmen and flagmen. Many old men are not fully satisfactory. It is of utmost importance that they learn how to do the various jobs, orient a map board, read a map, take correct readings, find a fire, trench a fire, make it safe, etc. It is of about equal importance to develop the enthusiasm and determination to do these jobs promptly and correctly after learning how to do them. We have aimed to accomplish these two things by holding a three-day training camp where the jobs were demonstrated, actually done by the guards and checked up by Forest officers, and discussion held. We always have a member of the Supervisor's force at every guard camp to add stimulus to the camp and to secure a reasonable degree of uniformity but the rangers take the lead in the actual training. We have tried large groups including several districts and single ranger district camps but as a rule find two districts together give



best results. Number is more wieldly yet there is an element of competition and a chance to compare the two crews. Rangers and crews do make comparisons too, as well as the Supervisor. Following guard training when the men are posted at their point of duty, the first inspection or rather training on the job is undertaken. This brings their more general training down to their specific job and finds out how much of the group training has "taken". This year we will initiate special group training of the district guards or ranger alternates and give them more advanced instruction in the problems they are apt to encounter in their jobs. One or two rangers will give this in co-operation with the Supervisor's office. At least half of the trail and improvement men will take the group training along with the regular protection men.

b. Each report is taken up along with the work it ties in with and is explained, worked out, and checked up. This phase is in reality not segregated from the actual fire jobs as taken up under a.

c. No group training has been provided for improvement men. Some training in telephone maintenance, trail location, and trail maintenance is worked in during the protection training. Other than this, training on the job is all that is done. The ranger can spend but a small amount of time with each crew and he is forced to depend on the foreman to do most of the training of the other men (usually only one or two others).

3. a and b. It is necessary to have the group training fairly early to have the men trained and at their posts when the season opens up. Always there are a few men who for one reason or another fail to arrive in time for the group training. They are usually the ones who need it most. Some just cannot master the various details presented. A contour map is beyond some, a compass is not only worthless but actually confusing to others. Others can quite readily absorb all of the training but they are apparently short on the determination or willingness to do the work even though they know how.

There is no difficulty in convincing the rangers of the need of this training or in getting them to do the training work. Five of our rangers have grown up through and along with guard training and the other three have been doing it so long they accept it as a matter of course. There is no doubt room for improvement in giving more thorough and more individual training and more of it on the job.

3. c. The quality of foremen of these small crews prevents much training being given by them. The number of crews and extent of other work prevent the ranger from giving sufficient personal attention to each improvement man.

4. a and b. A late group training camp can be arranged for those who are not available for the regular camps. Extra travel time would be necessary but is no doubt justified. Additional effort should be made to get back desirable old men and to recruit satisfactory new men. More men could be given training than are actually needed and those who are not trainable or do not make use of training can be dispensed with. To the Supervisor falls the job of improving the quality and quantity of training to be done by the rangers. This it seems to me can be accomplished by observing opportunities while on each man's district with him and finding a way to show the possi-

bilities to him. This may be by suggestion, indirect methods or by doing training work in his presence and in such a way that he will take up the same course later.

c. Very best foremen must be selected. Ranger alternate can be trained to do training perhaps nearly as well as the ranger and his assistance should be taken full advantage of. Rangers can learn to do more training during such contact as they have. Again the Supervisor seems to have the job of better training to train better.

---

W. G. Durbin, John S. Everett

Susanville, California

Due to the heavy turn-over we have in our short-term fire organization it is essential that the ranger be trained in the art of training. The supervisor cannot hope to train the short-term force so it is up to him to see that his yearlong force is capable of training these men. By training his rangers to train he increases their effectiveness, he knows that they will train the men to do the job according to the best methods and standards required, and it impresses upon them their responsibility for training others.

As we see it, there is no question but what the supervisor has got to train his permanent force to train those under them. The big problem is in allotting or finding the time necessary for the ranger to train his fireman. At the forest guard training meeting the guards are given two or three days training. In this short period they are given everything from the forest fire plan down to the details of mopping-up. They are then turned over to the ranger for installation, training, etc. To teach the man his district and give him a thorough training in his job would take from two days to a week or more. With four new inexperienced men, the training would require from two weeks to a month. In the meantime the other work on the district must go on. Perhaps this is getting away from the subject of training the ranger to train but that seems to be the real problem in getting the fire organization trained.

The matter of training men to train is a far greater problem than is usually admitted. The War Department has found that but a very small percent of men can follow written instructions and comparatively few can do a thing after they have actually been shown how. In the first place, it may be necessary to almost change the whole make-up of the individual before one can even begin training him to train others. In the second place, if a man is to be trained to train others, he must be given an opportunity and sufficient time to learn the methods from one who is capable of teaching him. Probably one of our greatest drawbacks is in the smallness of our organization, in comparison to the diversity of work and changing conditions.

In the past we have pretty much followed the system of giving the ranger just about enough training so he could get by and then let him "root hog or die". If he was a good "rooter" he went ahead, if not, he "died" and we had to repeat the training process. Much the same system is practiced in the training of short-term men. No one has time to give these men more than a "root hog or die" training even though they may be well versed in the methods of training. The point is that there must be ample time provided for doing the



training. There is nothing much to be gained by teaching a man to train others if he has little or no chance on account of lack of time to do the training.

W. G. Weigle

Seattle, Wash.

1. The Ranger as a rule is a man who has had a great deal of practical experience in actually doing all classes of work to be done on his district, therefore, he is reasonably sure to be thoroughly acquainted with one or more methods of accomplishing the work which would indicate that it should not be difficult to train him so that he would be an efficient trainer. In analyzing the problem of ranger training, some of the things to be realized, if the work is well done, are:

- (1) Greater accomplishment
- (2) Work done in accordance with adopted standards
- (3) Better attitude of the short-term men toward the ranger

2. The Ranger received his appointment on account of his ability to handle men and do things common to his district, therefore, he is without doubt already doing a very good job in training his men. The Supervisor, therefore, should make a special effort to determine the extent of the Ranger's knowledge of doing the several jobs to be done on his district and his ability to impart instructions to and to train his men by actual work before the training job is started as the training of the ranger should start where his knowledge ends.

To do training requires time both, on the part of the Supervisor and the ranger. In accordance with our present standard of work both the ranger and Supervisor have more on the present program than they can do. The training of the ranger must make him more efficient which will be reflected in the accomplishment of work done by him and by his men but training takes time. If the ranger is well trained to train his men and he actually trains them how to do the work and sets standards of accomplishment, the work must move along more efficiently than it would if the foreman and men were left to shift for themselves without systematic training.

An efficient, well trained ranger, who is able to actually show good performance in doing a piece of work, inspires confidence of both the foreman and his men which creates a good attitude of the men toward the ranger, the work and the service in general.

Assuming that the Supervisor is an efficient trainer, all that is needed to accomplish the above is **time**, both on the part of the Supervisor and the ranger.

3. In regard to the factors which tend to prevent the needed action:

- (1) Absence of time
- (2) Inability of Supervisor and ranger to train
- (3) Short period of employment and low pay of our short-term men

4. Under our present system, both the Supervisor and ranger are crowded with work. It is practically impossible for the Supervisor to keep ahead of his desk and public relations work and find time for any planning, inspection, supervision and training. To do good work in additional training, both the ranger and Supervisor

must have more time. The Supervisor should, of course, be an efficient trainer but this is not always the case and the same may be true of the ranger. Both Supervisor and ranger should take stock of their ability to train and strengthen their weak points.

Assuming that the Supervisor and ranger are both efficient trainers and that present conditions have been changed so that they have plenty of time to do the training, the Service will still lose out by losing the value of most of their training on account of the short period of employment and low pay of short-term men. This could easily be eliminated by giving Civil Service standing for key men in the short-term service guaranteeing from six to eight months service each year with pay of approximately \$150.00 per month. This would make conditions such that these efficient men would find it to their advantage to make the job their life work and when once trained, they are always trained and capable of helping to train others.

Men of this kind would build up a formidable army to cope with the fire problem and there would be no need of losing a dollar on account of giving them a definite period of employment as any spare time could be utilized in cutting snags, building roads, trails, etc.

With respect to the last part of paragraph 4 under Discussion "What are you going to do about it:" Do not expect the Supervisor to do very much about it—more than is being done—unless there is a curtailment of work along some other line.

W. J. Pearce

Lander, Wyoming.

The Wind River project sale represents a big opportunity and responsibility for training on the job. In charge of a ranger, he each year has the task of teaching the technique of timber sale administration to some four or five new eligibles from the junior forester register. Furthermore, the new men should receive from the ranger in charge some insight into the general business methods and policies of the service, personnel relationships, and that rather intangible phase covered by esprit de corp. In fact the future value of the new appointee may be vastly influenced by the impressions gained in the first few months on this new job.

Last summer we fell down on the technical training as it applied to the standard of marking secured. This failure was due to the fact that it was not possible to follow through the six steps so logically set forth at the bottom of page 1 and the top of page 2 of the lesson. The first four steps were followed but failure occurred through inability to apply the 5th. I think excerpts from a timber sale inspection memorandum will be illuminating.

"\* \* \*Considering the length of time they have been marking they seem to lack assurance as to just what to do in some instances.\*\* In general I consider the quality of marking done this year much below that of 1928. I think this can be largely explained by the training camp in July and the failure to return Ranger.....to the sale, leaving only one experienced man on the operation. In consequence it was impossible to assign an experienced man with the marking crew continuously until they were well grounded in the policies. This has resulted in an uncertainty and haziness in the mark-



ing crew for the entire summer.”

E. G. Miller

Flagstaff, Arizona.

Teaching the ranger, the man in charge of the timber sale, or the crew leader to train is one of our biggest jobs. It isn't just a question of training in technique either. A man may be ever so efficient as a workman himself but may lack the knack of imparting his knowledge to others.

Training in technique is, of course, important but what most of us need along with technique is an understanding of human nature and the ability to get along with people. I have in mind a ranger who is a “go getter” so far as accomplishing work himself is concerned. He tries to be diplomatic, but there is something about him that the men working under him, and the permittees do not like. He just does not inspire confidence. Now, it seems to me that the problem so far as training him is concerned, involves the remaking of a personality. He has lots of energy and push, and the passion for getting jobs accomplished but there is something wrong with the working of his mental machine. He does not draw men unto him.

We took on a new scaler some nine years ago. The man in charge of the sale reported that this recruit looked like good material, that he was likeable and a hard worker, but that he was erratic and apparently careless about putting down log lengths, computing defect, etc. We decided that the recruit could be trained if we would help him train himself. We had him make a practice of going back and scaling a hundred logs that he had previously scaled without reference to the scale book. Maybe his check would not be within 20% of his original scale. The man in charge of the sale would go out with the recruit after the recruit had checked his own work, and together they would discuss this log and that log. They analyzed apparent weaknesses, the failure to see a log today as he saw it yesterday. The recruit became convinced that he was not concentrating enough on the work that he was trying to do and made up his mind that he was going to make good. By being patient the man in charge of the sale developed one of the best all-around timbersale men in the state. This “recruit” is now considered very efficient in training new salesmen. If the right man had not trained him he would probably have been “culled” and his record would show that he was not fitted for the work.

Granted that a ranger has been trained to train others, the training problem has not been solved. Suppose that ranger X has trained a bunch of firemen: They have actually fought fire under trying circumstances and are right up on their toes. They know the country and are good leaders. What incentive is there for these firemen to return next year, and the next? Is it possible to pay them enough to make it worthwhile for these men to return and to become a part of the regular organization? Probably not. Probably ranger X will find that it is necessary to select and train a bunch of new men next year since his best men now have better jobs. He has not many men available who know the country. He has not a man who has been “through the mill”. He has to select his force from the men who are available and try to train them for the positions they are expected to fill. He is

a busy ranger. The selecting and training of these men is only one of the numerous jobs to be accomplished. He spends say three days with each of the new men. He shows them the country, shows them how to build fire line; where to get water; reads their instructions to them, etc., etc., but can he predict the actions of those new men when the test comes? I say no! It is hard to predict the mental reaction of the man who has not fought fire. Every fireman actually needs training on the job. What he needs is not the theory of fire fighting but actual fire fighting. By the end of the season ranger X may have developed several good men but he did not have them at the start. Some of these men do not return the following year so ranger X finds himself confronted with the necessity of recruiting and training again. Yet he is expected to have an efficient force! To have an efficient force we must be able to hold and have men available for use in the future who have been proven. Yet we are told that money is not available for increasing the wages of those men that we want next year, beyond a certain limit which is probably very low.

It looks like it would pay to spend more to hold men who are trained and who know the game than to have to spend so much in training new men.

The above remarks may not bear directly on the subject of training the ranger to train but I guess we should all be trained to "stick to the subject".

Really we should all take an up to date course in psychology and pedagogy along with Business Administration. After all, the man who is successful in training is a good teacher. I have wondered if it would not pay to put on some training courses in the rangers' camps designed primarily to teach how to teach or train.

We find it necessary at the present time to do most of the ranger training work in connection with inspection work, which means that not much group training is done. We can not say that we are entirely satisfied with the training that the rangers give the men under them, which in turn probably indicates that the rangers themselves are not thoroughly trained in the art of teaching or training. Probably the average Supervisor is so pushed with work that he thinks must be done, that he does not spend as much time on training as he would like to spend.

---

Wallace M. Riddle

Panguitch, Utah.

My experience has led me to believe that Forest Supervisors as a rule lean towards the idea of "doing" rather than go to the trouble of teaching someone else how to do. This is probably practiced to an extent detrimental to the organization. Yet we are doers in reality rather than trainers. However, the small amount of time given to this work has been along the right line (on the job in the field) and has brought good results.

In thinking of the little training that most Rangers of today are receiving reminds me of the training I received from my father as a boy in farming and stock raising, except that we can only give to each individual trainee, whether he be a new recruit or one of the older men, about one per cent of as much of our time as did my father



give to me. He taught me how to run a plow, how to run a harrow, a cultivator, to irrigate, harvest the crops and the many, many necessary things needing to be done by a fairly successful farmer. His method was to advise as to the how and why each specific job was to be done, demonstrate on the ground the best way of doing it and then follow up to see that it had been accomplished in that very way. If training received by this method fails to place the trainee in a position to do good work and be able to teach or train others how, then it would seem there is something wrong with the trainee. The trouble with us is lack of time.

As a whole, I believe we feel that a lot of progress has been made during the twenty-five years we have been in operation. Most of our training has been received right on the job, from men with only a limited education, but a lot of experience. If, from lack of education and proper training, we are not going fast enough it would seem the examination for entrance to the Service must be made more difficult and some definite standardized plan of training initiated.

E. D. Sandvig

Miles City, Montana.

1. The principal justification for training is to develop greater skill in the performance of the present job.

2. Out of the long list of jobs that must be performed each year on every Forest it would not be difficult to list several that each man needs additional training in before his performance reaches a satisfactory point. The reasons for not performing satisfactorily are many. These can best be brought out thru a thorough job analysis. Many of the reasons would be obvious to all of us without analysis but others would be uncovered thru the aid of analysis, especially the time elements. Perhaps the most common reason offered for not performing satisfactorily is lack of time. It is obvious then that training should strive to improve the individual's method so that the satisfactory standard can be reached with less effort and less time expenditure. Improved skill in handling work results from two general sources; accumulated experience and training. Training then should furnish the means of short cutting the process of acquiring experience.

The training job cannot all be done in a day; from its very nature it must be continuous. Training has been going on in the Forest Service after a fashion for twenty-five years. Perhaps what has been done would be considered very good but the point has now been reached where something more definite is needed to carry on training responsibilities properly.

To effect proper training the following facilities seem necessary:

1. Establishment of a central training agency to act as a clearing house of ideas and for the purpose of preparing suitable material for specific use in training. To provide supervision and control, and prevent, if possible, haphazard handling of the activity.

2. Provide for a closer correlation of training and supervision in inspection.

3. Provide training for those designated to do the training work. In other words, start the job at the top and work training downward. We need someone to show us how we can best train rangers to train.

All of us have methods but perhaps there is plenty of room for improvement.

3. All of the factors listed under "2" prevent me from taking adequate needed action. It is not within my power to establish a central training agency. I do not know how best to correlate training and supervision in inspection, and as to training the ranger to train, it would be presumptuous to say I know very much about it. Wherever I've felt I could assist a ranger in performing better work with less effort, I have endeavored to teach him what I considered a better method. But my methods of training have not always been what they should have been and I feel it is lack of knowledge and ability to do good training on my part that prevents better performance. In other words, before I feel fully qualified of giving adequate training to someone else, I need training in how to train.

4. Without the added facilities mentioned each of us will continue training as in the past, more or less haphazardly but more conscious of the job than in the past. The tools which we use in performing the job will perhaps be lopsided, dull, and of different patterns without the aid of a central agency to sharpen them and point out those that are of a low grade in efficiency. If we are satisfied with the training that has been given in the past it is reasonable to expect that equally good results will be obtained in the future with the same facilities.

---

Charles B. Mack

Salida, Colo.

1. Supervisors as expressed in a former discussion are training either in the right or wrong manner every time they are on a district or when contact is had with him.

We are all more or less prone to believe that our methods are best and while success can only be measured in the final result, it does not necessarily follow if we are successful that the **best** method has been used. Experience is a great teacher but the best proven ways of teaching are the ones that should be accepted and used.

We have problems in connection with all our work and if we can say success has been attained in securing the removal of 1000 head of wild horses from the forest range during the past four years without cost to the Federal Government perhaps the same job might have been done in one half the time if the proper training had been used in connection with the rangers and cooperators.

Time is money and the best manner and method of teaching is what we want and what we are willing to use if we can be **enlightened** by someone who actually knows. It may be that the District Forester in conference with the Supervisors is the answer, and if such is the case, we are already headed in the right direction.

Teaching may be more natural to some than others but it is my firm conviction that anyone may do a good job of teaching if he is fully informed on the subject and talking to those who do not profess or think they "know it all".

---

E. E. McKee

Challis, Idaho.

It is realized that, particularly on Forests and Ranger Districts



where there are employed large, or comparatively so, temporary fire organizations, training of this temporary force falls largely to the Ranger, and admittedly, in order to build up a successful fire fighting machine, this temporary force must have adequate training. I believe that the first step in the line of training the Ranger to train is to get him to realize his responsibility in this particular job, leading to the final objective, an A-1 fire record for his district. He should have all possible leeway in the selection of his men. This will tend to add to his interest and he will naturally desire to demonstrate that his judgment in the selection of men is good, otherwise if the men were selected by a superior officer, there is a good chance that this interest will be lacking. If he has the proper interest in his work, he will gladly take on responsibility, and on the other hand, if he feels that his superior lacks confidence in him, he has, as a rule, less incentive to go ahead and will use such instances as an alibi in case of failure. If he has the responsibility well impressed on his mind he should have the "Why" of the job.

It seems to me that it is difficult, if not impossible, to lay down certain methods, rules or standards by which this training job may be accomplished. There are, of course, general rules which will probably apply in nearly all cases, but there is too much difference in men—the ones being trained—in disposition, personality, aptitude, attitude toward superior and subordinate officers. The ability to handle men I believe to be a very important factor, since I think we will all agree that one who has the faculty of handling men will get his stuff over to the trainee much easier and more successfully than one who does not possess this qualification, and there is no question in my mind but that he will more readily respond to this class of training himself.

In cases where group training, or training camps are held, for example the training of a temporary fire control force, an excellent opportunity is given to train the ranger to train. The ranger is placed in charge of the meeting, that is, conducts the meeting and handles the training of the temporary men. If more than one ranger is in attendance, the subjects or the different subdivisions of the program may be assigned each ranger. A well arranged, well thought-out program or outline should be prepared in advance and this, together with all facilities necessary, should be placed at the rangers' disposal. This gives the Supervisor, or other supervisory officer, an excellent opportunity to size up the ranger, his weak points wherein he needs additional training, and his ability in the training line. The Supervisor can bring out the "Why" and the "How" by actual demonstration, and at the same time put over to the trainees the points at issue and thus overcome the possibility of important instructions being lost to those who should receive them.

I have used as an example the training of the fire organization to illustrate the ideas I have tried to bring out. The plan should work equally in other lines.

---

J. H. Billingslea

Grants Pass, Oregon.

" - - -the training of the ranger to train must be classed as an important problem, but not a particularly difficult one if we approach

it as we agreed last winter that any management problem should be approached by applying the 'scientific method' ". I was not aware that we all agreed to this. For one I questioned if a scientific method had been found and also questioned the use of the word scientific as one that was sadly abused. If such a method has been found then our problem is largely solved since it would remain only to be properly applied. If you will pardon me I question the setting up of the premise as one generally accepted without question and then arguing along that line. Don't misunderstand me as being one who belittles the value of these courses, for if they cause us to think and ponder a bit much is gained from that alone. There seems to be a decided trend in this day to have all men think and do alike, to standardize ones actions and desires. Sumptuary legislation and written material all seems to reflect this tendency. Standardization is essential in our work to a large extent, but it cannot be applied without considerable modification to individuals having diverse and diametrically opposite backgrounds, environment and tendencies. In other words the oft repeated phrase, the human equation.

The foregoing paragraph came to my mind because in attempting to analyze the ranger I find the receptiveness, interpretation and application differs to such a degree, it is fascinating. Anything we can do to improve our recognition in the men to be trained of their strength in one respect and weakness in others is greatly to be desired.

I believe the initial step has been taken by the Service thru the administrative work plans and the written fire plan with specific letters of instructions from the ranger to his short-term force covering their particular job in the organization.

How successful the methods in use are usually judged by results. An occasional 'blow up' does not necessarily mean the methods used were the wrong ones. Almost every day individuals holding a high place in the world of affairs are tumbled from their pedestals, and with us in particular, fires will continue to get away when the combination of circumstances form a condition beyond our control.

This strikes me as a mightly poor reply to the lesson but I count on the replies of others to answer, in part at least, the many conflicting questions in my mind.

**John W. Lowell**

**Hamilton, Montana.**

As I see it, the problem is ways and means to train the ranger to do all his jobs well and to train him to train his men on the job. It follows that the Supervisor and his assistants must now be able to, or be trained to do this training. Who will train the Supervisor, and how will it be done? To a certain extent the Supervisor is getting training through this discussion course, by occasional contact with his superiors and practice on the ground. He is, however, getting little direct help by showing him on the job how to do it. What the Supervisor needs is definite, clear-cut, written instructions embodying a universal or common Forest Service plan of training to fit our conditions, then personal instruction and help to apply them on the job. He will then be in a position to help the ranger by teaching him how to do his various jobs and how to train his men. After all,



as you say, the ranger has the biggest, if not the most important part of the training to do. So let us first get into good order the things to be taught, set down the best ways to teach them, and train accordingly.

We are now, from top to bottom, continually showing men on the job how the various jobs are to be done and generally explaining the whys and wherefores, but there is no well thought out plan for it. On Forests where large numbers of temporary employees are used, training is particularly hard and discouraging. We cannot afford to put in a large amount of time or money on men that we know are transitory employees, and who know themselves that not one in a hundred of them have any chance of becoming permanent members of the organization. We have fairly definite plans for giving these men a short training course before entering on their duties, and also, for very short training by the ranger on the job, but a good deal more training time and expense will need to be provided for before satisfactory results can be obtained.

The whole problem is too big and too important to let rest with a discussion course such as the present, for while we may and probably most of us will now approach our training jobs more scientifically as the result of any knowledge gained, I believe to get very far thoroughly thought-out and definite, standard training procedure is necessary. Such a plan will, if it makes proper provision for personnel, time and expense, involve a radical departure from what we are putting into it now.

As I see it, what we can do right now without additional facilities is for the Supervisor to commence, or continue if he has them, simple, but clear-cut written plans and instructions for training the ranger how to do his work and how to train others to do theirs. This means analyzing jobs more intensively than we are doing, analyzing each man and the way he does his jobs, training him how to do them better, and thus teaching him how to train the temporary employee. The only limits to securing good results are the limits of the Supervisor's ability and the time and expense he can put into it. Manifestly, most of us will need help in more ways than one to do the job well.

Wm. L. Barker, Jr.

Munising, Mich.

This is an excellent lesson. I would like to have copies of it for the Rangers. The bulletin of the Northern Indiana Public Service Company is very good also.

From the lesson: "Have the trainee do it—let him go through with it without help—. I'm not so sure about that. I do not believe he should be allowed to do it incorrectly, even once, if it can be avoided. After the training is completed and he does the job, it should be **inspected**. That's the next step beyond training and the one that has to be continued indefinitely in varying intensities.

I believe we can handle the current training jobs—changes in methods, procedure, standards, without difficulty and without much overhead cost, if the changes are not too radical. There is little difficulty about training except finding the time to do it. The Service does not appear (from the discussions) to be organized at present to do its own training. We seem to be pretty seriously undermanned.

Everyone so loaded down that he cannot do much more than keep things moving. This soon results in a "vicious circle" wherein lack of training absorbs time needed for training.

Just so much time is needed for training. It can be concentrated in a shorter period when a new man starts in or spread over several years. If it has to be spread out and obtained largely by "cut and try", much time is wasted.

District Nine's problem is to train men to fill new positions to keep up with expansion. In Upper Michigan, alone, we plan to expand at the rate of 100,000 acres per year. That's one ranger district, possibly two. We should train our own men here on the ground to fill these positions. They should come in as guards or assistant rangers and "grow up with the business".

#### I. Problems

1. Nurseryman
2. Planting Assistant
3. Junior Forester
4. Junior Forester Ranger
5. Assistant Rangers—3

II. 1. Nurseryman—needed F. Y. 1932 to install and manage nursery to produce 10 million plants per year in Upper Michigan. . . .

III. 1. Question of money and a suitable man for training. Being worked out by the D. O.

2. and 3. The men to fill these positions have been under training for the positions for one and two years respectively. Moving either one from Upper Michigan would upset the program and make it necessary to put inexperienced, partly trained men into the positions.

4. This would also tend to pyramid the training work: No. 4 can be trained largely by No. 3 and No. 2 in acquisition and planting and the line up is such that he will be in rather close contact with the Supervisor and Junior Forester.

5. Losing a ranger already trained in acquisition and with one or two years' experience in growing up with his district—an unimproved, undeveloped district—will entail the training of two new men on the district entirely by members of the Supervisor's office.

IV. It is not believed that the loss of personnel to outside organizations will prevent the training planned. It is built up on a local, self-supporting basis. The technique of fire suppression, planting, thinning, acquisition and improvement work is such that the personnel should be trained and developed on the ground and kept here at least until the heavy expansion and development period has passed. .

V. All of these training objectives can be reached if:

- (a) Funds can be obtained, and
- (b) Trained officers are not transferred away.

H. E. French

Pueblo, Colo.

1. The problem is, should minor executives be trained to train the men under them? The following points are favorable.

a. The complexity of our work makes trained employees absolutely necessary if our job is done: (1) to comply with standards,



(2) economically, (3) to avoid failure in some cases.

b. A trained employee is more valuable than one untrained.

c. Work properly done and increased production will pay good interest on training investment.

d. Once employees are properly trained, supervisory work will be lightened.

Arguments against:

a. It is expensive to train employees.

b. It entails in the beginning much extra work and study on our part.

Decision: Train minor executives to train men under them.

2. To train minor executives the procedure outlined in the lesson should govern. The most effective way of training is on the district with the Ranger. This personal contact should also be supplemented with field meetings and study courses in training. The whole field should also be covered by a reference manual of detailed instructions and specifications.

3. The following factors prevent taking the needed action at this time:

a. Lack of knowledge.

b. Lack of interest.

c. Lack of time.

4. a. A course in training to train should be a project Service wide in scope and made available to Supervisors. The course should follow the lines laid down in this lesson. The study of this lesson does not prepare me to train; it merely suggests its desirability.

b. With a course as outlined above at hand, sufficient interest is necessary to exhaust its possibilities.

c. To find time for this work careful planning and rescheduling of work will be necessary if this particular job in training is put over.

5. If this project is given high priority, all foregoing objectives should be reached. Before undertaking this additional work it should be given a definite priority rating and understood that this is an additional responsibility. Other work will have to be replanned, rearranged and rescheduled. In other words, we can get what we want if we are willing to pay the price and definitely plan on getting it.

G. E. Martin

Livingston, Montana.

The job of training the annual temporary organization of full time fire guards on a "fire" forest is essentially different from the procedure in getting satisfactory results from a corps of fire co-operators on a so-called "asbestos" forest. The first group of men are on the job primarily for the pay they get and are more or less susceptible to direct methods of training, while the second group comprise an entirely different type of citizens. They are usually very dependable men living at strategic points in and adjacent to the Forest who are successfully conducting their own businesses. The very nature of their work has taught them initiative and self-reliance. Daily they successfully meet new problems or handle similar or modified forms of old situations. They are unaccustomed to being directed or trained by others. The less direct training undertaken

by the Supervisor or ranger with this class the better. Training should consist of an interchange of ideas and demonstration of methods between regular Forest employees and cooperators. It must be kept in mind that most of this class have consented to become fire cooperators because of the opportunity for public service and the compensation they may receive for work actually performed is usually not an important factor in holding them on the job. The group conference method of disseminating information should work well with fire cooperators.

Clinton G. Smith

Athens, Tenn.

1. The purpose of training is to get things done as shown in lesson 8 last year. Not only to accomplish results, but to secure our ends most economically as to expenditure of time and money and in accordance with approved methods.

2. To attain the above, we must set up job specifications and standards, more than this, the trainee should understand **why** the job is to be performed as well as **how**. Otherwise if unexpected conditions arise on the job, not covered by instructions, he may fall down (applies to personal contact jobs especially). The job of handling trespass cases of all sorts was a difficult one until the manual was preceded by the simple statement that trespass proceedings were had to prevent repetition of the offence. With this in view the recommendations in the case (usually the hardest part) were simplified.

3. The greatest difficulty we have in training is the diversification of the work of the average Ranger. We do little organized training, except on jobs having high priority—fire prevention, pre-suppression and suppression. Our theory is—one thing at a time.

4. We must continue our fire training, with more emphasis on prevention. This year I had guards help thin dense stands of pine. Told them that we were losing more timber through lack of thinning of dense young stands, than through forest fires and proved it by the rings on dominant compared with suppressed trees. We need intensive training along many lines, but are not organized to meet the additional demands made by our rapidly growing (speaking of area) Forests with new areas to put under administration.

5. Our Ranger district analysis should point the way to a proper allotment of time for training.

Roy A. Phillips

Grangeville, Idaho

1. (1) Analyzing training needs, investigation of the facts in the case.

- (2) Study, consideration of the problems, weighing of component parts.

- (3) Making the final decision.

2. (1) The first step involves gathering together all the facts in the case for the purpose of finding out why training is necessary and what training is needed. In fire training for example, it will mean the getting together of all information available in the shape of records and the experience of men familiar with the situation.

- (2) The second step involves the careful weighing of all the re-



corded material in the case as well as the opinions of men most familiar with conditions as they exist on the ground.

(3) The final step lies in putting the ideas we have gathered together into use after they have been sifted over and the grain removed from the chaff.

3. (1) The trouble has been principally that the collecting of the facts in the case and their analysis has not generally taken place until the main performance has become decidedly bad in the handling of certain phases of his work. The difficulty, I believe, has been that training work has been concentrated along certain lines where the urge was most keenly felt and has not been systematic and complete for the forest or any one unit as a whole.

(2) In the second step or the thinking or reasoning stage, I think perhaps the mistake has been in plowing too shallow for good results. While many of our protection men, for example, are well trained on small fires, I have been astounded at some of the action on large fires by men who had the reputation of being expert in the suppression of small fires. The situation had apparently gone beyond the scope of their training and the things they were doing, while perhaps effectual on a small fire, were entirely useless after it had gained considerable proportions.

(3) The final step or that of putting the preliminary efforts into actual use. Most men have developed training to this point to much greater degree than they have had the means, ability or will-power to put it over. Most of us plead lack of time, but if we did more of it perhaps we would have more time as a natural result. Then there is the popular fallacy in regard to training that applies to other requirements, that it is a fad that will gradually fade out, therefore, training effort is half hearted.

4. (1) The collecting of facts in regard to a man's past performance should go back as far as there is any authentic information available. His record in college or even high school should be fairly complete, student assignments to summer work should be analyzed and important facts card indexed for future use. There is very little information available in most personnel folders from which to determine actual training needs. The same principle applies to jobs. A certain assignment may require that a man be well trained in certain things, yet how often do we permit a new man to go into a job and make the same old mistakes over again when a little intensive training would prevent it.

(2) In the weighing of all the recorded material in the case, the answer finally is to suspend judgment until all the evidence is on the table and the relative importance ascertained. To remain open minded while wading through all this mass of detail is a large order. It reminds that a district office man in reporting on a field trip stated, "All the rangers were working on analysis while the scalers were busy scaling logs". I gathered from his statement that he felt that the rangers might well have been engaged on productive work also. I believe that some one outside the organization is often best qualified to pass on this phase of training work or is at least valuable in an advisory capacity.

(3) The answer does not lie in any one direction. Much of the training work must always be done on the forest and no one in the

organization can probably ever be considered as fully trained. Specialists must do some of the work either on or off the forest. Intensive training of all new appointees under experts before assignments are made to forests would be a big step forward. Details of men to special work and other forests is one of the best possible means of training. Transfers of men, particularly those well qualified for promotion provides excellent training and broadens them in administrative experience.

5. I must frankly say that I don't know; upon looking back at what has actually been accomplished the future does not seem very rosy. In analyzing training there are many vague things to contend with and stumbling blocks are many. The measure of actual accomplishment is meager and the benefit of much training is sometimes lost. We do not always have the right perceptive of what the real training need actually is but if we go at it in the manner outlined in the lesson, I do not think it will be possible to wander far off the track.

---

**Paul H. Roberts**

**Holbrook, Arizona**

The need for training the Ranger to train, seems to me so obvious that it needs little discussion. The methods used in training Rangers to train must be, to a great extent, adapted to the individual man. Some men have a natural aptitude for imparting to others the knowledge which they themselves have and with such men, the Supervisor's job of training is measurably decreased. Other men who know their own work very well, do not have the ability to impart this knowledge to others, and here of course the Supervisor has the problem of training the man to train those working under him.

The smoothness with which the machine or organization as a whole functions, is largely dependent on the knowledge of all the men making up the organization and their ability to apply that knowledge. Some foremen for example have a natural aptitude for handling certain size crews and men. I have noticed particularly in road crews during the past few years, the character of the work and the general efficiency of the work done is largely dependent upon the foreman's ability to make the most of his crew. Some foremen, after working with the crew for a week or two and studying his men will have each man placed where he can do the most work and upon the work which that particular man is most adapted. Other foremen do not seem to have the ability to size up their men and get them placed most advantageously, and when such is the case, it is necessary to train them as far as the Ranger or Supervisor, when he is on the job, is able to.

In one particular job of fencing, one man was tying stays at the rate of about 1-8 mile a day. The Ranger spent about half an hour with this man and with the foreman showing them how the method of tying stays on the fence could be speeded up and the standard of the work also kept up, with the result that this one man was able to increase the amount of work accomplished from 1-8 of a mile per day to regularly as much as half a mile and at times he made a full mile. This meant, obviously, increased efficiency on the job, less men needed, and consequent lowering of costs.

The Supervisor, must, in training a Ranger to train, be able to analyze their difficulties and failings and correct these through train-



ing methods much along the same lines that the Ranger himself will use in training his organization. In accomplishing this, I think that one of the principal things to do is to recognize the need for it and if such is done, it can be very largely accomplished in connection with the regular inspection work on the District. Furthermore, we cannot at any time see that one Ranger is trained to train and call the job complete. There are constantly coming up new specifications and new standards of performance. The Ranger himself must be trained and at the same time shown how to carry this training on to others.

J. N. Templer

Butte, Montana

4. The first item under paragraph 3 may be removed by the Washington office laying out the work it desires accomplished in such a manner that the District Office and the Supervisor's office can plan its work prior to the time the ranger is called upon to prepare a plan of work. Whoever heard of a board of directors asking its minor employees to plan their work without first using the trestle board? And our organization problems are just the same as those encountered in the business world, don't forget that.

Unfavorable climatic conditions may not be changed but our preparations may be so designed to function much more efficiently under such conditions. Here again we find the Forest Service taking an attitude diametrically opposed to that of our most efficient organization dealing with emergencies, the protective branches of our Government. We base our plans on an average fire season whereas the Army and Navy base theirs on the worst conditions it is possible to foresee. Granted that insufficient funds preclude such preparations but nevertheless the problem is with us and will continue.

Labor turnover is not so important as it was but it is still a problem that calls for careful study. Each new employee needs so much training and if he acquires the necessary skill and remains with the Forest Service until his services have repaid the Government for his training there is little monetary loss. However, not all new employees succeed and when this occurs the Government takes an appreciable loss not only in time, money, and wasted effort but also a loss in "esprit de corps" and in its prestige with the public. The latter is far the more serious.

Selfish demands for special privileges or monopolies are more often encountered in the range management branch of the Service than in the others and presents a continuous loss of time, effort and money to the service, which will continue in spite of the best of training.

The attempts at standardization is already making itself felt in lowering "esprit de corps" or Forest Service spirit as exemplified by some of the papers submitted in our local District Fire Study Course. This is more significant than appears on the face of it and betokens a loss which the Forest Service should hesitate to accept. . . .

Insufficient preventive funds, a millstone around our neck in the past, is about to be removed as a problem by Congressional action. Our major executives are to be congratulated for this.

The ill effect of the current attempt at standardization, whether successful or not, may be softened by training and teaching our men

to think. Once all of us are trained to think, it will be possible to accept standardization and to give it the consideration it merits. Undoubtedly it merits consideration but to just what degree is yet to be determined.

**J. W. Humphrey**

**Ephraim, Utah.**

This lesson, which is largely training rangers to train, finds little application on this Forest, since we do not employ any guards. The work of each district is left to the ranger assigned to that district, with what help he can get from the Supervisor and from the Forest clerk who is a graduate forester. From the little experience I have had in working on other forests where a large guard organization was maintained the greatest trouble I found was that unless you have the same men to train year after year it is difficult to put over in one season a good job of training. I noticed on some of the fires where I worked that the men were conscientious and in practically every case they were good workers and thoroughly reliable. In some cases, however, they failed to get the best results from the men working under them. This I think is due to the fact that it requires a number of years before men are able to grasp, no matter how intensive the training, all the points necessary in a first class foreman. There are some men no doubt who are capable and with one year's training would give excellent service. Men of this calibre are usually working for themselves or have better employment elsewhere, except students. The men that are usually employed as guards are men who have not the ambition or ability for other than work as common laborers. As stated above it requires from 2 to 5 years to acquaint a ranger with the work connected with his job, so that for foremen on fire crews it will usually require more than one year. By carefully following the steps outlined, results should be forthcoming. In fact the same formula applied to any problem offers a method of approach that is simple and direct, while at the same time it can be modified to meet most any problem.

**Andrew Hutton**

**Durango, Colo.**

On the San Juan, and I believe the same applies to most Forests in District 2, the rangers have little opportunity to train other employees because such employees are few and far between, usually change every year, and are employed for only short periods. The ranger's big job in the training line is that of training permittees and cooperators, compared with which other jobs of training in the Forest Service are small indeed. But this job seems to have no place in this lesson.

The Forest Service, like private business, is concerned chiefly in getting results and although unlike private enterprise in that we do not measure results in increased interest on the investment, or in other words cannot measure them always in dollars entirely, we do have to measure results by some means. Like private business we are trying to do the same thing, namely, get results regardless of what those are or how they are measured. Training in private business is done to get results by getting a higher return on the invest-



ment and to get those results the idea and aim is to produce their products at less cost. So must we in the Forest Service produce at less cost and our training from the Forester's office to the Ranger District can have but one purpose, and that is to produce more work, done better, in shorter time, or to produce results cheaper without loss of quality.

To do this we must apply the principles discussed in the lesson and in last year's course, namely the scientific method of analyzing, testing and applying. As stated in the lesson this is a big problem all the way down the line, but its solution is in our hands if we will only apply it.

Anyone can be taught how to train others best by getting him to realize first that he has a training job to do, and then practicing what we preach in our job of training him.

**E. J. Fenby**

**Tacoma, Wash.**

One way to train the rangers to train is in conjunction with training camps conducted for the short term protective force. Each one acting as instructor rehearses his stuff before hand with the other instructor comprising his class. The class then make suggestions as to how the instructions can be improved upon. This is followed up after the training course during inspection in company with the Supervisor's staff. The ranger puts the guard through his paces and the staff officer can supply deficiencies, if any. This is learning by doing. It is either perfunctory or inspiring, depending upon the personality of the individual. A fully informed person is not necessarily a competent teacher or able to become one.

**Rex King**

**Safford, Arizona**

1. If the ranger can be induced to train the men under him thoroughly we should get:

1. Less need for supervision by the ranger and hence more time for him to devote to administration.

2. A higher and more uniform quality of work.

3. More results for the same amount of money.

4. More effective contact with the public.

5. Relief from some work and worry by the Supervisor.

6. The better the ranger is at training the more quickly the training job can be done, hence a further saving in time.

7. If the ranger becomes adept at training and is sold on the idea it is possible for the training to go farther than those on the payroll and include cooperators and the interested public. He may thereby get some of his jobs done without cost or time.

8. The more a man tries to teach others the more he himself learns.

2. It might seem easy to convince a ranger of all the advantages of the items enumerated above but from experience it requires positive action on the part of the supervisor or someone else to do so. To make him appreciate No. 1 it would of course be necessary to make him understand that his administrative work needs more attention. That would involve general training and appreciation of the job.

The same is true in a general way of 2—7. Probably the best way

to approach these would be by a thorough analysis and job description of each position under the ranger, followed by a comparison of past performance of the men who have held the positions with the job descriptions and standards. The next step would be the working out of a definite and fairly detailed training plan, which, however, should not be inflexible, for each position. No. 8 would follow naturally.

3. The chief factor preventing the carrying out of this is time. The number of positions involved is considerable if we extend the treatment to all of them and I see no reason why we should not. We employ lookouts, smoke chasers, per diem guards, administrative guards, road, trail, telephone, fence, building construction crews, cattle counters and others.

Another factor is in some positions a lack of data as to the best methods and proper standards upon which to base job descriptions—still another factor is the probable lack of records as to whether and how past men have failed to function properly. It is to be expected that the ranger will be reluctant to remember faults in men he has trained and supervised.

4. It is presumed that the supervisor has no power to increase his staff, therefore, the only way I can see for him to gain the necessary slack in time (provided, of course, he is already working his 9 or 10 hours per day) is to adopt a rigid priority list which limits the time he spends on the less important jobs. In other words, sacrifice less important work—unless he can devise time saving devices or plans in his own work the possibility of which should not be overlooked.

The only correction for lack of data or lack of records is to begin collecting them as soon as possible. This obviously also involves time.

5. The objectives under No. 1 are interlocking. Methods of reaching one will apply to all in some degree at least.

H. H. French

Cache, Okla.

I feel there is no argument against training, in fact we have all recognized the importance of training as a function of management. Our training problems may be, and in fact in the main are, somewhat different in detail from those to be found in industrial activities, but this variance should not in the least have a tendency to discourage our efforts along this line, even though the problems may seem less tangible, or more difficult of definition than those embodied in commercial enterprises.

Fundamental principles will apply as effectively as in other industries. Human nature is the same wherever found and it therefore follows that not only those who occupy minor positions must necessarily be trained to perform efficient service, but the minor executives as well as those assuming greater responsibilities need this training process to enable them to achieve greater accomplishments, but also to aid those under him to meet the requirements to provide for an orderly functioning organization.

Before we undertake to train we must first determine what we are training for. In other words know the job. That is a complete analysis of the activity or work to be done, with definite objectives



to be attained. Certain specifications and standards must be worked out and these applied literally in actual demonstrations with the necessary follow up or inspection if you please, to see whether or not the plan is being followed. Take for example, a construction project for which a set of specifications have been prepared. This does not end the matter by any means, that is, they can not be turned over to an inexperienced workman with the expectation of 100% results. He must have had training and experience along that particular line and even so, there will be certain things in connection with the details of the job that will require check up to see these requirements are met. So we find these fundamentals confronting us in all lines of endeavor and the work of the Forest Service is no exception.

It is true, even in our work we have varying conditions, nevertheless the main problem remains the same. The principles are the same, but methods must be modified to meet conditions. Here I come back to where I started, namely in analyzing the job. Then by comparison we can determine objectives.

Alva A. Simpson

Miles City, Montana

1. To successfully administer a ranger district, a ranger must be qualified to handle numerous activities, many of which were a few years ago almost exclusively accomplished by staff men or men of more special training. Many rangers have under their immediate supervision more men and more varied classes of labor than the Supervisor. On Districts such as we have here in eastern Montana, the need is for rangers to handle the users who present as many individual problems as there are contacts with them. Our local problem is therefore to

1. To secure a spirit of cooperation from the public toward our objectives.

2. To train them to handle our protection problem.

3. To improve the public in fire suppression technique.

4. To have the public actively supporting our efforts in administration.

To meet these needs, the ranger must first be qualified to give a high form of public service. This means he must be qualified to perform all of the jobs that go to make up his work on the particular District he is assigned to. This in turn calls for a thorough analysis of the job and a difficulty analysis that will bring out the weaknesses. After this has been done, we have accomplished the first principle or have formulated the problem.

2. Our next step is to form a solution of the problem and in doing this we must take into consideration our ability to train the ranger so that he may in turn adequately train his public. I have no knowledge as to my qualifications to do this and this indicates that a centralized training organization is needed to correlate our efforts and point the way to proper methods. I have my own ideas as to how to proceed and can give suggestions in line with these ideas, but I have never been checked up on so that my weaknesses have been brought to my attention and consequently I may teach the ranger a wrong method, which he in turn will attempt to use on the public.

Dell Plain points out that they discovered early in their work

that the training of the leaders was the most important part of their efforts. This seems logical to me. It appears that so far we have assumed that because the Supervisor is in a position to give training to the ranger, that he is qualified to train. I am afraid that from the very character of our organization which permits of few contacts between Supervisors that this position is erroneous. My decision is that we first need a qualified centralized training agency that will direct our efforts before we can progress much beyond our present stage in teaching others.

Huber C. Hilton

Laramie, Wyoming

1. The most important thing it appears to me brought out in the discussions which accompanied this lesson in reference to the general problem of training minor executives to train the men under them does not concern directly these minor executives (rangers in our case). I believe that the problem of training the rangers to train the men under them is first the training of the executives to the point where they are prepared to initiate training activities on the part of the rangers. The whole problem is involved in the problem of better supervision and inspection on the part of supervisors and their immediate assistants. The executives should have a unified agreement not only on a particular forest, but upon all the forests of the district so that executives may know what training is trying to do, how it should be done and the results of training to be expected. I do not believe that many of the supervisors have been well grounded in the elements of the best supervisory practice. For myself I would welcome a training course of this kind. At least for the district if not for the entire service, I feel that we need to become more familiar with the best methods of supervisory practice.

As I see it, the problem may be divided into these elements:

A. To train the executives in the best methods of supervisory practice

B. To train the rangers to train the men under them.

1. To develop the assistant rangers working under them.

2. To develop the temporary men working under their direction.

a. To do work in the best way.

b. To develop their interest in the work of the service.

c. To secure the most efficient use of time and funds.

2. In reference to A, I think it is the problem of the district forester to round out the training of all the supervisors so that similar practice may be found to be in effect on all the forests. At the present time, I feel there is too much variation in methods, in standards of work required, in inspection requirements and, in general, forest administration. Take timber sales for instance—through regular inspections (oftentimes really training) the practices of timber sale administration have been well standardized on the forests. General forest administration is much more complex but I believe there is a large field for further intensive training of supervisor's in general forest administration.

As to B, I believe that the only way to properly plan the work of initiating effective training by the rangers of the men under them is for a group of supervisors to get together under the direction of a disinterested person such as the vocational man who conducted the



recent ranger conference at Fort Collins to make an impartial study of the problem, the difficulties, means of approach, determine what should be done, why, how, and when. I believe we, as supervisors, are too close to the problem to approach it in an abstract analytical way without the assistance of an outsider who would be able to bring out the best methods and thought of the group and thus secure the best possible outline for handling of the problem.

Ray R. Fitting

Thompson Falls, Mont.

In general, I believe that the function and practice of training has been forced upon us. This, I am sure, is particularly true for those of us who have been in the Service a long time. We were, of course, doing a lot of training, but most of us, I believe, did not choose to recognize it as such. In handling a ranger district, much depended upon one's ability and success in being fortunate enough to get an organization made up principally of individuals who possessed considerable native or acquired ability to do the things we had to do. When a sufficient number of experienced helpers could not be rounded up, which was often the case, the next best thing was to select the most promising candidate and endeavor to get across to him the knowledge concerning certain phases of the work we realized he must know if he was to get away with the job we had in mind for him. This process very often took place one or two years in advance of his assignment to a particularly dangerous fire unit of the district.

Training our trainers is pretty much this same problem except that it is more difficult. It is not entirely a training job which can be definitely isolated, planned and executed in a few days' training period, but one which must be constantly in mind. It is a part of our every-day work, to the same extent that one must keep constantly learning and training one's self, searching out new methods, new thoughts, solving new problems, etc. The functions of training of the permanent members of one's organization to train begins in a good many instances at one of our guard-training stations, and does not stop so long as that individual remains in the Service and directs the efforts of others.

The better one understands his own work, the more expert and efficient one becomes, the more fully he will realize the necessity of imparting his knowledge to others, since only in this manner can he expect the knowledge and experience gained by a few to be spread over the organization in such manner as to make it possible to "cash in on it collectively," by the entire organization. Training, as I see it, is a very important function of supervision. It is going on more or less all of the time in our regular work. If it isn't, it seems certain that any prescribed routine method must fail, or fall short of our objective.

If an executive in supervising the efforts of others in fire suppression, suggests that, instead of covering the end of a burning log with dirt, the better way to do it would be to cut the end of the log off and dig a hole and cover it with mineral soil, he is training to train. The demonstration is convincing, it will be impressed upon the minds of those taking part. Each time an operation of this character is accomplished, you have added to the list of trainers others

who can help train in the art of doing things.

Our big job in training, it seems, is to train the 100 or 150 temporary protective men which must be inducted into the Forest organization each spring. The success of the organization depends largely on our ability to get across to these men the knowledge which they must possess if they are to function in proper manner. Most of these are men new to our line of work. The available time to train them is limited. The training, therefore, must include only the most important phases of the job. Training in the fundamentals of the jobs to which these men are to be assigned must be systematically carried out with certainty. To accomplish this requires not only the combined and concentrated efforts of all who are to take part, but a well prepared plan that will assure results. This plan should represent the combined efforts of the personnel who are to execute it. This plan should be definite, each item or element of training should be definitely stated and the exact method or manner in which it is going to be put over should be specifically outlined. Time available which can be devoted to putting through this initial training is the chief controlling factor in making up the plan. This plan of training should be the work of all who are to take part in training work. Each and every one must understand fully and agree as to just what is going to be attempted, know just why some one certain thing has been selected instead of something else, must understand what is back of it and why it is fundamental to the organization as a whole. It is not enough to know only the principle of reading a compass when teaching this art to our firemen. One must understand the application of this instrument to our work, be able to fully appreciate all of the difficulties and perplexing problems and "jack pots" one is going to meet up with when he starts out to find a fire. If one understands this thoroughly from a previous systematic application of study and learning, and instruction spread over several years of experience in doing the things he wants the other fellow to learn, he will, as a rule, do a very creditable job of training.

The application of the principles enumerated in this lesson and related papers on training the trainers are admirably adapted to the preparation of a training plan as well as to the concentration and correlation of the information we expect to get across to the temporary organization.



Job No. 1405

Date 3-25-30

Ordered for D-2

No. of copies 275

No. of impressions 3990

Cost:

Labor	10	80
Overhead	1	22
Stock	2	96
Illustrations		
Plates		
Other	28	10
Total	46	18

Composition ✓

Pickups Standing

Overprint

# PERSONNEL MANAGEMENT

A STUDY OF

PRINCIPLES AND METHODS

BY

FOREST SUPERVISORS, U. S. FOREST SERVICE

EIGHTH LESSON



Discussions of this lesson should  
reach Denver not later than March 14, 1930

Feb. 28, 1930

(Orden—2-18-30—300)

U. S. F. S. • CEIVED  
JUN 27 1935





## MEETINGS—CONFERENCES

The conference—meeting—convention—is a very common and effective method of training used where group action is desirable or where a number of independent workers have a common interest. In industry it is used by trade associations, chambers of commerce, labor unions, and by individual companies in developing department heads, salesmen, foremen, etc. It has been and no doubt will continue to be used by the Service. We hold meetings of various kinds and participate in meetings of associations in which we are interested. Our purpose in discussing it will be to see if we cannot improve our technique—profit by each others experience and thereby get more out of the meetings we hold.

Since conferences are common it is natural that they should have been studied systematically, methods developed, and a considerable literature on the subject accumulated. The best of the books probably is by Hunt, of the Department of Commerce. That Department has held hundreds of trade conventions and has greatly developed the technique. The book, however, is not worth purchasing, to a Supervisor, but if you have a chance look it up. It would apply more to outside meetings than it would to conferences with our own personnel. In this case the methods developed by the Federal Board, as discussed on Page 16 of the Chamber of Commerce Bulletin, are probably more applicable. The subjects covered in the program may be anything, depending on your objective.

As you probably know from your own experience, a meeting can be very effective but most of them are not. What is the difference? What do some lack that the others have? How make them all good?

Just as with so many other things, the most important feature is the plan. A meeting must be planned, not just a program prepared. It must be planned in detail; just what is to be done, where it is to be done, just why it is to be done, who is to do it, and just what results are to be accomplished. For a small meeting this detailed planning may not seem important, but it is, if the best results are to be attained. The plan should be prepared even though it is largely carried in your head.

In planning, the first thing of course is the purpose. Why is the meeting being held? What is the problem? Fundamentally the purpose always goes back to the job and the way things are being done. Things are not going as they should or there would be no need for a meeting. The purpose may be “to find the facts in a general situation; to point out the need which arises from the facts; to develop a program of action in view of the facts and needs,” or it may be to learn to use some new piece of equipment or to interpret some new regulation or instruction. But whatever the purpose it must always lead to action—some new thing done or done in some new way. Any other result is a failure.

With this in mind, then, the plan will be made. First, the situation must be analyzed: Just why should there be any change at all, and what should it be? What does the proposed change involve to your particular men? What are their present methods and what that is new in thinking or saying or doing will the new method involve? What are the objections to the new method that must be met? What is back of these objections? How will you meet them? What physical factors such as new equipment should be provided? And so on until every phase is covered.



Any man is controlled largely at any time by his accustomed habits of seeing or thinking or doing, as determined by his past experience. Hence, to change his doing or thinking he must destroy one habit and create a new one. It is not enough merely to know. We know a lot of things that we do not do. For example, we have a book here in the library on "Talking Business." It tells how to plan and conduct a business interview. It is good. I have studied it and believe in it, but do I do it? The habits of a half century are too much for me; I do not. In all your training work you must recognize this too common human weakness.

To say that in a conference you must plan on definite results may, at first, sound like planning to "put something over"; if a ranger meeting, to induce the rangers to agree to your predetermined scheme. That is just exactly the wrong interpolation although that has been done—is usually the easiest thing to do. I remember being told of a Supervisors' meeting in which the District Forester was anxious to put over some advanced ideas. At first the Supervisors were inclined to rebel, but an argument by the older members, something like this, prevailed: "The District Forester wants this, wants it bad; he's a good fellow; let's give it to him; it won't really change our work; we will go back to our Forests and things will go on just as they have in the past, nothing will be changed except on paper." That meeting went on record as a very successful one but in reality it took years after that for the District Forester actually to get his idea across and get it working. If you aren't careful your rangers will treat you like that.

Another thing to remember in planning is not to cover too much. Meetings are expensive, time is short, many things ought to be improved so we try to crowd in a little of everything and as a result we accomplish nothing. Probably the District Forester mentioned above tried to take too long a step all at once. It involved too great a change from the old. It is a recognized fact that it is difficult for any of us to make any significant change in our method of working or doing business. If we are asked to change, we want to know why—what it means to us—what do we get out of it in satisfaction or easier work or what? When checked against our past experience does the new method indicate that it will mean any of these things to us? When you come to consider everything that is involved you will see that the putting over of just a few changes, even one, is a pretty big job.

Meetings are usually either indoor conferences for discussion or outdoor meetings for field work. The discussion meeting is the more difficult. It requires very careful preparation previous to the meeting and alert leadership while it is in progress. The discussion is for the purpose of improving some practice. Your plan will involve a method for analyzing, possibly just an outline that will break the subject down into its elements and bring out the facts about each. Or it may be a series of questions which will clear the way and lead up to a conclusion. It may even include a definite plan for a remedy—usually should—with the understanding, of course, that your plan may be improved upon by the meeting, or even abandoned if a better one is developed. But you do not present your plan to the meeting for approval or criticism. That usually will inhibit the active thought and analysis that is essential. If you are leader you will do little talking or telling or explaining, but will guide and stimulate the discussion and direct it largely through questions: You will encourage general discussion through questions, get suggestions through questions,

and see that the entire situation is uncovered through asking the right questions at the right time. Then through questions you will help them to formulate a plan or method for accomplishing the result for which the meeting was called. If your original plan was right, you will have led them to it without telling them and then the plan is theirs, not yours; however, the chances are it will be a somewhat better plan than yours was. But the fact that you have thought through the subject yourself will be a help, provided you are still open minded. If this is difficult for you, don't reach a conclusion in advance.

No, you will not be confined just to questions; you may make suggestions, present cases, show the general application of cases given by others, give illustrations, sum up the discussion, steer them away from detours, prevent arguments, and do many other things that promote collective thinking. While you may ask questions, don't answer them. The minute you do, then you cease to be a conference leader and become an instructor. The group quits giving and prepares to absorb. If information must be given, give it indirectly. But above all prevent contentious, controversial discussion or argument. It is time consuming, distracting, and gets nowhere. I remember a case where a Supervisor was holding a conference of his rangers. He left the meeting and went into another room. A visiting officer asked him what the rangers were doing. He replied in a manner which showed he was proud of his accomplishment, "O, I've got them arguing." Conference experts do not approve.

Perhaps the most important thing to remember is that men of action are not influenced in their acts by abstract ideas or principles or policies. They may even read instructions or agree to plans without either being understood or thought of in terms of action. For this reason, everything must be made as concrete as possible. Tie the thing right to the ground. Through questions and local illustrations make each man think of himself out on the District doing the job in the new ways proposed. In this way can he judge as to what each new proposal will mean to him.

Try to avoid putting things to a vote. If the idea seems to have the approval of the meeting merely state that this is so. Your statement, if accepted, will have the effect of approval without anyone being on record as opposed. But do not try this unless the meeting clearly approves. If there is doubt it is usually best to drop it without recording the opposition. It is much easier for most of us to change our minds if our position has not been publicly recorded.

After the new method has been developed, next develop the best way of putting it into effect. Then get each man to commit himself to doing it with a method of follow-up or check on whether or not he does. One very important element to strive for is success in the first attempt at using it: Whether it be a new piece of equipment, a new form, a new management plan, or a new work plan, try to so arrange matters that it will start off well. When this can be done it will contribute a lot toward the happiness of your men if nothing more.

The field meeting is easier to plan and to handle but this does not mean that it is universally successful. Objectives are too frequently indefinite or if definite, the point is not properly illustrated. It is a form of training on the job but with a group instead of an individual. It requires the same detailed planning. The purpose must be something that the group needs. It must be tied in to the old and must start the new through actual experience in doing. Sometimes there is a tendency to neglect



discussion. In the field this has its place. First explain the new job, method, equipment, or whatever it is, illustrate where needed, then have it done, discuss results, mistakes, advantages, compare again with something old, then try again. Isn't that the system your best coach used to follow in school—the new play, its objective, elements of old plays but improved here and there; like this for this reason; now try it; good only more speed here and hold up a bit there; now try again. The idea holds in work as well as play. You must form a new job pattern, or habit, remembering that men will not accept anything wholly new or out of line with past experience, and also that men of action must act before they understand and fully accept the new.

In addition, the field meeting requires more organization planning to keep things moving without delays and interruptions. If transportation is needed it must be provided and provided on time. If men are to go anywhere or be anywhere—but you understand all that.

The same general ideas apply to non-Service meetings in which you participate, such as stockmen's associations, but here, of course, your planning must be adapted to conditions just as they exist and the manner in which you participate. But where you do participate, it requires definite, detailed preparation and planning to get the best possible results.

The foregoing does not in any sense represent my ideas; it is my interpretation of the literature on the subject. Before it is of any value to us we must check it against our own experience, evaluate it, and decide what part and how it may be used.

### **Suggestions for Discussion**

1. Do the thing suggested above; that is, try to check the methods advanced in the lesson or the bulletin against your experience with ranger meetings or conferences, and see what part of it you are willing to accept and why.

2. Wherein does the lesson fail to practice what it preaches?

3. Is there any way in which we can estimate or measure the value of a ranger meeting?

4. General discussion from your own point of view.





Job No. 1253

Date 2-1-30

Ordered for B-2

No. of copies 300

No. of impressions 900

Cost.		
Labor .....	3	15
Overhead .....	1	26
Stock .....		89
Illustrations .....		
Plates .....		
Other .....	4	00
Total .....	9	30

New composition..... ✓

\*Art Pickups..... Standing.....

CM plates..... Overprint.....

## DISCUSSIONS LESSON EIGHT

Wm. V. Mendenhall and Warren T. Murphy

Los Angeles, Cal.

In the reference, "Manual for Conference Leaders", the three distinct types of educational procedure clearly indicate the value of the conference procedure in connection with our particular problem, when we are attempting to instill new ideas in our men, and likewise the other two procedures indicate the value when specialized training is necessary. We do not feel that there is anything in this discussion regarding conferences that cannot be accepted and in a manner the thought in this lesson seems to explain the reasons why we have not succeeded in many conferences that have been held.

I have attended ranger meetings where we felt that they were very successful; many conclusions were reached that were of benefit to everyone in attendance. I have also attended other meetings or conferences where nothing lasting resulted, and summing it up I believe one of the greatest failures in our conferences has been our failure to properly plan the conference in the manner outlined in the lesson, and know definitely just what questions were to be settled and how much educational work was necessary with the conferees.

Then, too, we have possibly been guilty of allowing the conference leader to inject his own ideas a little too much and have given the rangers and others in attendance the idea that we were trying to put over something without giving everyone a chance to contribute to the new idea. The attitude of the average man when he goes in to attend a conference will determine to a large degree how much value he obtains from the conference. I believe the leader should determine before opening a subject something about the attitude of the men in attendance and try to correct any erroneous attitudes regarding the conference, that might be in the minds of some of those attending.

I am also inclined to believe that a little argument is healthy. By this I do not mean that arguments between those in attendance should be allowed to hold full sway for an indefinite length of time, but very often two opinions may be represented that are very much in conflict and by allowing both sides to present their reasons for having such an idea they can be made to accept the new idea without reservation. If not allowed to argue it out they may hesitate to accept the new idea.

2. If we are to accept the ideas in the reference mentioned in our discussion of No. 1, the lesson is very much of the informatory or "telling" method, rather than conference method, and in general I believe we should accept our present course as being of a conference method. Personally, I obtained a great deal of good material in this lesson as put up by P. K. and the only thing I fear is that it won't stay with me any longer than the reference says information obtained in this manner ordinarily stays with the average person. In the above manner the lesson might be said to fail to practice what it preaches, and it might also be said that as long as we are considering this as a conference method of education that this particular

U. S. F. S. RECEIVED

JUN 27 1935



paper does not present questions that provoke ready discussion. In other words, there is no particular problem put up to be settled by the conference method, but on the other hand the entire lesson is put up to us rather as one man's interpretation of certain papers on the subject. This feature of the lesson as put up to us indeed does conform to the conference method of education in that ideas of the conference leaders are not being forced on us.

3. The measure of success of any rangers conference rests with the degree to which objectives and plans set up before the meeting are realized. As the lesson states, all conferences should be well thought out and planned ahead of time. Not only will this tend to encourage a more smoothly conducted conference, but it will provide the basis of judging the success of the conference. The degree to which the objectives set up before the meeting are met by the conference measures the value of the meeting.

In addition to considering the immediate success or failure of a conference we should take into consideration the improvement in methods as tasks are performed by various members of the conference after the meeting is over.

4. The "Manual for Conference Leaders" published by the Federal Board of Vocational Education seems to me to be extremely valuable in the suggestions as to the different methods of education and especially with reference to the conference method, but I believe that the instructing or training procedure is just as important in Forest Service work as a method of improving the efficiency of the force, as the conference method. The conference method certainly has its place but our problem is in making both rangers and short term men more efficient in doing their own particular job and the only method of properly increasing their efficiency is through the instructing or training procedure, and personally I would like to hear about this matter.

W. G. Weigle

Seattle, Washington

All Forest Supervisors hold many conferences with their Rangers and users and attend conferences of Supervisors and others. It is easy to agree with the lesson that not only should there be a definite purpose of the conference and a well thought out program made, but the procedure of the conference should be previously planned in detail. It is also easy to agree that practically all of our conferences that have been previously well planned have been a great success and that those that were not previously planned were inclined to lag and had very little value.

This lesson infers that the Forest Supervisor is the leader in the Ranger conferences, which is true. It aims to teach that a good leader's chief duty is to help the members of the conference find and define the problem they wish to discuss and then guide the discussion so that it is constantly directed toward solving the problem. He may ask questions, make suggestions, present cases, sum up discussions, tactfully choke off "Hot air artists" and "Know it all men," stimulate the silent members, etc. but he must not present a pre-determined scheme to the conference.

This lesson gives us much room for improvement as the Super-

visor as conference leader very often presents a pre-determined scheme to the Rangers. The scheme is very much pre-determined for him and he merely passes it along. The best and simplest way of passing it along is to call the rangers together in conference, the main purpose of the conference being to fully acquaint the rangers with all phases of the pre-determined scheme and uniformity in its application.

If the objective of the conference is such that the Supervisor or any other leader is not tied down to a pre-determined solution of the problem, the procedure of the lesson as outlined appears to be very effective and should be applied in full or part wherever conditions will permit.

In associating with the Rangers, the Supervisors become familiar with the strong and weak points of the Ranger. During a ranger meeting, an effort is made to develop the weak points. Later on, during inspection of work, there is a chance to determine whether or not there has been improvement of the weak points also evidence of other teaching or training given at the meeting. While this is not a measurement of results, it is a determination of values if improvement is found.

---

**Frank J. Jefferson**

**Libby, Montana**

The conference question seems a difficult one to say much about. The subject was well covered in the literature of the lesson.

There is, I think, no question but what conferences need to be planned and conferences should not be held unless some foreseeable good can be anticipated. There is no particular merit in the conference "habit".

Most conferences that fail do so because—

1. An attempt is made to cover too much ground.
2. Conferees not advanced in thought to point where they are prepared to consider question at issue.
3. Conferees fail to weigh ability to accomplish and get too far ahead of themselves.

All of this, of course, is only another way of stating that a conference should be planned.

A good conference should be measurable in terms of improved performance—if there is no indication of this it is likely that the conference was a fizzle.

---

**C. L. Van Giesen**

**Ft. Collins, Colorado**

Practically all of the meetings and conferences held by the Forest Service are devoted to informing and teaching those present.

The meetings held with the public have largely been devoted to putting over a preconceived proposition by informatory talks. The discussion which follows these talks have largely been over-ridden in those points which are opposed to our proposition. In many cases we, undoubtedly, have not given sufficient consideration to the elements of opposition, since it is often much easier to make it clear than it is mandatory to put our proposition into effect. In order to rid ourselves of the name of bureaucrats we must give due consideration



to equity in dealing with public meetings. Teaching should replace much of the present informatory procedure in dealing with matters concerning people outside of the Service.

Field meetings and training camps of the members of the Service are devoted largely to teaching. I believe that more value by far has accrued to our organization from these sources than from the large number of inside meetings held. The present and past form of inside meetings has been composed largely of talks and unregulated discussions. Little lasting good has apparently resulted from this type of meeting.

Conferences directed by qualified conference leaders should be given a definite place in Forest Service betterment. The Ranger conference held at Fort Collins recently under a conference leader of the Federal Board for Vocational Education proved the value of this type of meeting. The leader was largely unfamiliar with our work. The problems were analyzed and solved, thru the combined decisions of all the Rangers present. Each of the fourteen Rangers from five Forests contributed thought and discussion. The consensus of opinion of the group was recorded and made of record as the meeting progressed. The decisions were based upon the best thought of the group and were not materially influenced by the presence of superior officers or by preconceived ideas. It seems to me that if many of the elements outlined in the pamphlet "A Manual for Conference Leaders" could be injected into our more or less disorganized discussion meetings that the value of such meetings would be greatly increased.

---

J. W. Humphrey

Ephriam, Utah.

I am not sure that meetings always hit the vital spot. It is all well and good to discuss marking rules for the various classes of timber, brush disposal, counting stock, numbering salt grounds, and other routine activities. We often find, however, unless there is something new or revolutionary in methods, something that is outstanding to appeal to the rangers, that discussing the same subjects over and over at different meetings, no matter how well they are planned, will become a little stale to some of the officers. What some of the rangers need to learn most is that inborn quality that is so hard to impart—diplomacy, i. e., how to put over to the public new methods or practices where the advantages are obscure or in the future and the disadvantages to the users are very apparent. Just how to put over information of this kind which requires so much of a transformation in a man's thoughts and actions is a problem and in a majority of cases one very hard to put over, at least in a reasonable length of time.

The lesson states that some meetings are effective and some are not. How do we know? Is it always evident when meetings are effective and when they are not, or perhaps I should say do we know just how effective they are?

I agree with the statement that planning is absolutely essential for good meetings. I question, however, that we will always get equal results though meetings are well planned unless we have something new or unusual to bring out. One trouble with the ranger meet-

ing is that you often have men who have gone over the same subjects many times at similar gatherings. The new men may be very much interested and perhaps this is as it should be, since they are usually the ones who need most the discussions that come up. The most successful and most instructive meeting that I ever attended I believe was a meeting held in 1906. At that time the rangers were all new and we spent a week in discussing the regulations as written in the old Use book. The meeting was of equal interest to all. It was something new and the explanation the Supervisor could make of all points that were not clear maintained the interest during the 5 or 6 days the meeting continued.

I can agree with the statement that we sometimes attempt to cover too much territory in the short time available for the holding of a ranger meeting. Men may have the fortitude or physical endurance to stand 8 or 9 hours of meetings per day. If they do there will perhaps be a lack of mental vigor to continue to absorb during all that time and in order to get as much as they feel they should from the meeting they will resort to the taking of notes. These notes are reviewed carefully and frequently by some men, but I dare say that many scarcely refer to them more than once or twice. Out-door meetings are usually somewhat easier, both mentally and physically.

I cannot agree that the motive for all meetings is because things are not going as they should. It occurs to me that they are rather to **keep things going as they should**. In the Manual for Conference Leaders, the statement occurs that conferences are to promote thinking. We usually know how to act and so do not need an instructor, but rather a leader to direct the discussion and consequent thinking. If this is right perhaps meetings that may appear to be somewhat listless are really more effective than we think.

---

**E. J. Fenby**

**Tacoma, Washington.**

The lesson gives pointers on smoothly conducting a meeting designed to endorse the ideas of the one who arranged for holding of the meeting. It is quite necessary to obtain the desired result by this painless matter, usually in dealing with the public. Its advantages are not so apparent when applied within an organization subject to discipline. In the latter class the purpose of meeting is most apt to be for deliberation on subjects still in a state of flux or for instruction in carrying out policy or procedure which its leaders have determined upon. Here direct tactics are more forcible. An ill defined policy should be shaped "on the anvil of debate" or a course which has been determined upon should be explained, the whys and wherefores brought out and its attainment made mandatory.

**I. N. Templer**

**Butte, Montana.**

As a ranger I have attended three such meetings as mentioned in this lesson and since the last one, I have prepared the program for an inter-forest ranger meeting that was said to have been successful. However, I doubt if any of the meetings were successful if we accept the statement in paragraph five of lesson 8 which concludes that a meeting is a failure unless it results in action.



Too often have I seen the rangers attend a meeting with buoyant optimism and leave smothered under the wet blanket of inertia that seems to continue persistently hostile or immobile to new ideas if such ideas require reflective or analytic thinking and determined aggressive and constant action to bring about desirable changes in methods or procedure. But one can't libel such a meeting as unsuccessful since, given fairly efficient leadership, the discussion will undoubtedly have compelled some clear thinking and provided broader viewpoints. We often hear some of those in attendance say, "Oh, I got a lot out of it," but how often do we see any tangible results of such meetings? In other words, in spite of the fact that no drastic changes are made in procedure or methods as a result of the meeting, the meeting may be successful if its discussions have helped to cleanse us of opinionated insularity and narrow-minded complacency so often con-committant with the isolation forestry workers endure.

John Dewey's five distinct steps in analytic thinking should be learned and carefully considered by the Forest Service personnel, regardless of rank, in order that it may purge itself of the inertia mentioned above. Certainly with the influx of forestry trained men the time has come for us to quit reading the Manual and other instructions like so many of us read the headlines; that is, like so many incontrovertable facts or laws which permit of no deviation. Sell us all on the idea of analytic thinking and the necessary costs for training will drop appreciably.

---

**Carl B. Neal**

**Roseburg, Oregon.**

From my experience with Ranger meetings and to some extent Supervisor meetings in the past, I would say that their greatest success was of a social nature, promoting esprit de corp, loyalty and friendships. So far as Rangers are concerned I am inclined to believe that meetings should be social, in the nature of picnics, dinners and parties and that business can be covered best by one Ranger and the Supervisor together on the Ranger's district.

---

**R. E. Clark**

**Monte Vista, Colorado.**

No doubt surrounds the point that a conference of any kind should be founded upon a definite purpose. Further, that there should be a definite plan for treatment of the subject in a way as to bring it to a successful conclusion—a concrete decision either for or against.

Little need be said of the two general types of meetings with which one has had experience. In general, they result in either a complete "flop", in which one departs with a feeling of disgust, or they are "snappy" to the extent that one feels the time spent has been thoroughly worthwhile.

In either event, however, I question if the prearranged plan or a lack thereof is primarily the cause of the success or failure of a meeting. I've attended meetings that were well planned in advance, but which followed a true course for only the first ten minutes of a four hour session. Similarly, I've attended meetings called and assembled within an hour's time and where there was little if any thought given to planning; yet such meetings held to a true course and produced

worthwhile results.

The most intensive plan is worthless unless it is made to function. Accordingly, if this premise is correct, then I would say that the success of a meeting is almost solely dependent upon the ability of the chairman as a chairman.

The successful chairman is comparable to the captain of a large liner. The course is laid out in advance and the destination fixed. Each member present represents a unit of latent power, which, if used at the right time, either individually or collectively, will result in keeping the ship on its course. It is therefore obvious to me that the success of a conference is dependent upon the ability of the chairman to use the members present.

Whether such ability can be made another tool at the disposal of every Supervisor through the medium of training is problematical. At the present time, I doubt it. I still believe that most of the make-up of a man that characterizes him as a recognized leader of men is inherent rather than otherwise. Perseverance and determination coupled with intelligent training undoubtedly can work wonders, but let's be fair with ourselves and give recognition to the fact that they have their limitations. Most of us can improve ourselves along such lines, undoubtedly, but, if training through conferences is dependent largely upon leadership, I'm of the opinion that many a shot will continue to go wild.

A. C. Folster

Moab, Utah.

The ideas advanced in the lesson are splendid, but in too many conference meetings we fall way short of the things advanced in this lesson. In both rangers and supervisors meetings they try to cover too much and my experience with rangers meetings reflects the fact that repetition is too much in evidence. The first field rangers meeting I ever attended was the best one, because some new things were done, or the old things were done in a new way.

In our conference meetings we are not willing to accept new ideas unless they are proven facts, or if they do not conform to the majority's ways of thinking. The whole group may ridicule the new way of doing the old thing, and yet it may be fundamentally sound. The whole group may readily grasp the new idea and yet it be faulty. Man's belief does not affect a principle in the least. The testimony of an unimpeachable character can alone do that. In too many cases where someone expresses his feeling or advances an idea adverse to the majority way of thinking he becomes a martyr to the cause. Of course no great principle was ever achieved unless there was a martyr. But few men are willing to become martyrs.

I know a ranger who feels that his chances for advancement are forever curtailed simply because he advanced ideas at a conference meeting that were diametrically adverse to the majority way of thinking. He was considered radical, when as a matter of fact some of the very things he advocated, are being applied at the present time.

One way of estimating or measuring the value of a ranger meeting would be to require a memorandum from each ranger setting forth the outstanding things attained at the meeting; also a follow-



up system on the ranger district observing any changes in his method of doing things and his attitude toward acceptance of new ideas. Certainly if any value was received the ranger district should reflect the value obtained.

**J. H. Billingslea**

**Grants Pass, Oregon.**

My experience with ranger meetings and other conferences tallies very closely with the good and bad points you have brought out in your discussion. A meeting which brings but few results is usually due to poor planning under which I assume may be included hackneyed subjects, poor speakers, discussion too detailed and frequently argumentative, all of which makes a meeting tiresome.

Our early summer training camps for the short term men are kept interesting by comparatively rapid changes in the subjects to be discussed and alternating the talk by physical demonstrations in which all take some part. It is difficult year after year to introduce something novel when one is so fortunate as to have a number of those attending return to duty year after year. However, it is surprising how much our short term men forget from October to June in compass and map reading for example, since on this forest they are so seldom called upon to actually exercise these features in locating or going to a fire.

The value of a ranger meeting may be measured by the interest shown, the discussions that follow adjournment, a higher morale and better work that should follow each meeting.

One of the greatest benefits from a ranger meeting is the opportunity afforded to show each ranger the part he plays in the work, that he is a part of the whole and not just an individual, and that the proper performance and execution of his work together with accurate and prompt reports, all contribute towards making the administration of a forest a success.

**F. B. Agee**

**Sheridan, Wyoming.**

I agree in general with the conclusions brought out by the author; that there should be a definite need for a meeting or convention before one is called; that the meeting should have a definite purpose or objective; that thorough advance planning is necessary to get the best results; that the function of the conference leader should be to develop the discussion so as to bring out the facts; and that the meeting should also develop the best method of putting the conclusions into effect.

I doubt if there is any way in which we can measure the value of a ranger meeting except by a check-up in the field on the extent to which the results of the meeting have been put into effect. I have attended a great many meetings in the past, and each has always been the best—usually so expressed officially at the close of the meeting and privately by those attending, and sincerely. Some have been more successful than others, but most of them, particularly the indoor meetings, have had one fault in common. They were held in the middle of the winter and ordinarily too much time elapsed before there was opportunity to put the conclusions into effect. I think that it is a rather well accepted fact that the sooner there is oppor-

tunity to put the conclusions of a meeting into effect, the greater will be the success in getting them into effect.

The failure of these meetings (to the extent that they were failures) has not been so much in getting those present to accept the ideas, methods or policies developed, as in getting them to break down the established habit of work and take the first step to get them into use. Undoubtedly, the development at the meeting of a plan, or best way, for putting the conclusions into effect with provision for systematic follow-up will greatly increase the results from these meetings.

**W. B. Rice**

**Emmett, Idaho.**

My conception of a conference is a meeting to discuss matters in which all of those attending are interested, and in which at least a majority are fairly expert and experienced. The object is an exchange of ideas and the formulation of new policies and best practices.

We often attempt to apply the conference form to ranger meetings when the training and instructional form is indicated. A fire conference composed of rangers who had never fought fire would not probably develop anything of value either to the men attending or to the Service but there are frequent attempts to "put over" just that kind of a meeting. On the other hand, an instructional meeting would undoubtedly be of great value and interest to the men attending and give us a follow-up on training for which there does not seem to be any adequate provision at the present time.

I can check with the methods advanced in the lesson and with the idea of the value of conferences for development but feel that we should not subscribe blindly to the idea that a conference always justifies the cost.

**C. C. Hall**

**Albany, Oregon.**

I do not altogether agree with the method as brought out in this lesson. While the method is one of our oldest working tools in connection with supervision—training in the field—I have my doubts about its value as applied to meetings, ranger or otherwise, that might be held.

It appears to me that this indirect method depends almost entirely for success on the person conducting the meeting. We have men that could conduct a meeting according to this method with a fair degree of success, the greater number could not.

Our men, with very few exceptions, are loyal to the Service and their superiors. They desire to do the work as those above them would have it done. I do not believe the value of the indirect method, in making the other fellow believe it is his idea would compensate for lack of frankness, and besides is it not possible the men would read the motive and feel that it was an attempt on part of their superiors to side-step their responsibility?

I have always felt it is better to be perfectly frank and take the men into my confidence when "trying to put something over", they have always responded and I would rather, where I am responsible,



use the direct method.

## O. W. Mink

Mackay, Idaho.

The value of a meeting can be very closely estimated a year hence. It is assumed that the essence of the conference has been pared down to resolution form and that every supervisor has seen to it that plans were revised to provide space and time for putting them into effect. A casual check while on the ground on inspections should show that the rangers have them well in mind and if not, why not. Certain resolutions adopted and approved after an RM or FM meeting, were put into effect almost immediately, while it has taken about three years to get some of them into effect. There are few that have lost their value during the elapsed time or have been substituted by new regulation or some form of policy. At a ranger RM meeting, held in the field during May, 1928, there were eighteen resolutions adopted. Of that number, two were irrelevant, two have been partly fulfilled and there has been quite a complete accomplishment of the other fourteen. The selection for the meeting place, program and all worked out very satisfactorily to all members present. Just how much that meeting was worth in dollars and cents would be like trying to estimate the value of my very well trained bird dog. He is worth a lot to his master and very little perhaps to the person who doesn't need one. The result of such meetings to me as an executive is about what it costs the service and all participants perhaps feel the same way.

We should not attempt to cover too much ground in any conference in the allotted time. The relatively important subjects should be keyed. If it is then found that the program cannot be treated in the time allotted, the less important subjects should be left out entirely. In order not to slight any of the participants, each individual should be assigned two or more subjects; the most important one first, and that subject should be called up for discussion in its routine. Papers prepared for subjects to be discussed at field meetings should be prepared during the preceding winter in order to not deter from field work by field men. The plan to hold at least one RM meeting and one FM meeting in four years, as set up for D-4 rangers, seems about as often as we can justify such meetings on account of expense, fairness to other work and time needed for accomplishment of the newly adopted resolutions and condensed ideas.

## W. E. Tangren

Elko, Nevada.

The District Forest Management Chief wanted to improve silvicultural practices on a certain group of forests. Three forests called out their men to a field meeting. An Assistant Forester, a District Forester and two Assistant District Foresters attended.

The objectives of the part of the meeting which I wish to discuss were:

1. Stimulate fellowship and cooperation.
2. Stimulate study of silvicultural principles.
3. Improve marking practice.

The first day was spent reading and discussing ranger's papers

on silvicultural practices. On the next morning the thirty-five men present were divided into three squads under a foreman. Everybody but the Forest Management Chief was chosen in a squad. We went into the timber. Each squad measured off a half acre and proceeded to make an ideal marking of all trees to cut.

Every member took his turn at marking. The foreman was careful to give the hatchet to the more confident men first. Before stamping a tree for cutting the marker had to justify every mark. The Forest Management Chief kept in touch with all squads. Upon the completion of the marking, opposing squads came to criticize the job. Enthusiastic debates brought out principles desired by the Chief. Where necessary the Chief gave his opinion to settle arguments.

In analyzing the meeting it is noted that during the first day the men established an acquaintance and began to "loosen up". The next days experiences were like a football game.

There was the spirit of fun, team work, fellowship and keen, friendly rivalry. This was braced up by a desire to do oneself justice before superior officers and neighbors. The psychological setting was almost ideal for developing and putting into practice new ideas. When a man took the marking axe he reviewed his best information on marking principles. If he slipped he was caught up by friendly team mates or coach and helped on to win for the team. The Chief appeared frequently upon the scene to furnish the information needed to help solve a difficult problem. The ranger thought, absorbed and reached for more. The Chief couldn't hand out too much. Then came competitive criticism, held within reason by the Chief, to summarize principles and apply them to practice. At the following indoor session the Chief had only to make an occasional guiding suggestion while the rangers wrote the standards desired.

The objectives of the meeting were attained.

1. Fellowship and cooperation were keenly stimulated.
2. Ideal study of silvicultural principles was secured.
3. Marking practices that followed the meeting were almost revolutionary.

---

## P. V. Woodhead

## Steamboat Springs, Colorado.

The value of ranger meetings can be measured just about as accurately as the efficiency of men's work can be measured. If the problem is concrete the measurement can be made quite accurately. An experienced scaler may check scale an inexperienced ranger a few times and be able to give the ranger an accurate percentage rating. Give the ranger special training in scaling logs and subsequent check-scales, should, of course, indicate the value of the training.

At a ranger meeting two timber marking problems were presented. One was to mark a typical stand of virgin lodgepole pine and Engelmann spruce. The other was to thin a thrifty stand of lodgepole pine poles in which there were trees from two to seven inches d. b. h. The problems were presented in the usual way. All of the trees on small areas were tagged and numbered. Take and leave tabulations were made by each man after examining and discussing similar types. In the pole area, after the rangers and "marking



board" had agreed on take and leave, the "take" trees were felled so that the men could actually see the result of the marking.

Percentage ratings were not available to show each man's efficiency before the training but ordinary inspection methods indicated that the men as a group were doing average or better than average marking in mature stands and very unsatisfactory marking in thinning pole stands. Inspections for two years after the training indicated that one problem improved marking, the other did not. I believe that the reason for this difference was somewhat as follows: No man had any outstanding faults in marking mature types. All had different minor faults which could not be corrected by group training. Individual training on the job would have been of more value. The faults being only minor, it was probably a mistake to have taken the problem up at all at a training camp. Conversely, the group as a whole being poor at making thinnings in pole stands had something to learn. They realised this, took more interest in the problem and profited. Inspections of corral pole and small products sales showed definitely that very much better thinning followed the training. The fact that the corral pole problem was carried through from preliminary study to actual felling may also have had something to do with the success of this training problem.

If the value of one element of a ranger meeting can be measured it should be possible to measure the value of the whole. Complete and accurate personnel and training records would be necessary.

**Milo H. Deming**

**Kemmerer, Wyoming.**

The discussion of methods in this lesson outlines very closely the methods attempted but seldom accomplished in the handling of Service meetings.

Effective meetings are the product of well-prepared programs on certain, not too extensive, problems. If the program is held to a rather limited field of topics; if good papers are prepared and the discussion on them held to the issue, the meeting will probably be a success.

To me it seems the success or failure of a meeting is determined pretty largely by the man who is conducting it, or rather by the manner in which he conducts it. If the conducting officer can pick out the salient features of a presented paper or topic, show both sides of the issue in a few words and then hold the open discussion to the main matter at hand, the meeting will make appreciable progress. I believe most of the underlying principles of a successful meeting are understood by most of us but that we often violate this understanding of the fundamentals.

In my experience with non-Service meetings, which has been limited largely to stockmen's association meetings, the field of the Forest Officer is somewhat limited. Though their attendance is usually desired by the stockmen, Forest Officers as a rule must play the role of advisor so far as Forest Service practices or policies are under discussion, and for the remainder of the meeting he must remain a by-stander while a great deal of irrelevant discussion goes on. Few of these meetings are conducted in a business-like manner and too frequently Forest Officers go to them without a definitely pre-

pared program of action. Usually they have a few general points in mind which they intend to take up but leave this largely to the trend of affairs of the meeting. There is opportunity for much improvement in this connection.

In my opinion the only tangible evidence of the value of a Ranger meeting lies in what happens on the Ranger District after the men who have attended the meetings go back to their respective districts.

**W. G. Durbin and John S. Everett**

**Susanville, California.**

The principles outlined in the Lesson are sound and should produce results. Probably all of us have attended meetings that have been more or less conducted along the lines suggested. We have been thoroughly sold on the proposition for which the meeting was called and have gone home with the fixed determination of making use of it or doing it. We proceed with our work and before we realize it we are doing the conference problem in the same old way. Perhaps we were not really convinced that the new way was better or perhaps we did not plan far enough in advance to anticipate when we were going to have occasion to use the new system. The job was upon us and we did it the way we were accustomed to. Looking back, however, the real reason seems to be lack of follow-up. We believe a close follow-up or check is necessary if the conference is to get results.

The suggested system for getting the meeting to accept the proposed methods is too much along the "Will you please do it" plan. While it may be highly desirable to have the men accept the new or proposed ideas or methods from the standpoint of the idea originating with them, it seems more or less of a babyish way of conducting the meeting. The danger of such a procedure is that if the plan does not work you are just where you started and a lot of time has been lost.

It is some one person's responsibility to see that things are done in the way they should be and it is his function to see that the work is carried on in the way he believes will produce the desired results. If the Supervisor presents the ideas he has in mind in a way that they are fully understood by his men and he can show them beyond a reasonable doubt that the proposed plan will be an aid in accomplishing the desired results, it would seem they should be accepted as final regardless of what the other fellow's opinion may be.

The reason that some meetings are a failure is largely on account of lack of decision—too many things are left hanging in the air. If a meeting is to produce the best results, every question brought up for discussion must be settled and a definite decision made; otherwise the men will leave the meeting probably worse off than when they came as they will be filled up with a lot of "half-baked" ideas that mean nothing to them.

By a check or follow-up on the district or ground of how the purposes of the ranger meeting are put into use, we can get an estimate of the value or success of the meeting. There are other intangible values, such as team-work, good-will, etc., that are not readily measurable but have a value to the Service.



I used to follow the practice of a so-called "allotment conference" of rangers each year, but have grown out of the habit. I came to the conclusion several years ago that they were not profitable, and did not justify the time and expense. The current lesson emphasizes that a meeting must have something to discuss, some purpose to fulfill. Probably with relation to the allotment conferences we outgrew the need for this type of meeting. Financial policies were better standardized, and current inspections and memorandum kept the office better informed as to the financial needs for the ensuing year were well known without the need of calling in the men for special discussion. Group conferences of supervisors for the same general purposes were likewise held annually, but they too have largely fallen into the discard, probably for the same reasons.

In addition, at the so-called ranger allotment conferences it was usually attempted to stretch out the meeting into several days by providing a supplemental program. While probably some good resulted from such programs as there was, more often than not the meetings were duds. The same general purposes are now met more efficiently and completely by the annual revision of the job lists and work plans for each district; the supervisor and the ranger sitting down together and really analyzing the work for the ensuing year and the methods to be employed.

A justification for meetings and conferences frequently given is that of social contact and the interchange of ideas. In an organization as compact as the usual Forest a meeting is not essential for either of these purposes. The various officers meet more or less and interchange ideas, and the supervisor supplements this as a contact man. In a more wide-spread organization such as represented by a District organization of Forests, an occasional meeting of the entire supervisory force would probably be more easily justifiable on these grounds than a small local ranger meeting.

---

Geo. C. Larson

Provo, Utah.

In field or office conferences or meetings the success depends greatly upon the proper assignment of subjects to be treated, to men capable of presenting a good paper or give a practical demonstration of the subject.

As the forests of this vicinity are more interested in grazing than the other activities, it has seemed that at the conferences not enough time has been given to bring out and explain obscure points in the regulations, nor enough time devoted to fully demonstrate the more technical procedure of charting quadrats or individual species study plots. Also time is generally limited in the three or four day meetings so some of the men do not get the essential points definitely fixed in their minds before passing to the next.

There is no general way in which we can measure the value of our ranger meetings. They do have a decided value, however, which shows in the work of the men. Rangers are more apt to change their habits of work and of running their offices when they find that other men are doing it in a different manner and it is not mere-

ly a whim of their supervisor. It is noticed that the value of the meeting will even extend to the users and permittees, after a ranger has attended one.

The general tendency is for the men to listen and depend on their memories, rather than to take note of everything and in this way be able to refer to the correct manner in which a demonstration was made or an important subject explained.

It is believed that most of the men would benefit more from a ranger meeting if they later had to submit a brief but concise and accurate memorandum of the proceedings of the meeting. They would have the benefit of putting it down in written form at the time and later refresh their memories when writing the memorandum.

---

Wm. R. Kreutzer

Ft. Collins, Colorado.

1. The pure discussion Ranger meetings held in large towns or cities with large numbers of Rangers in attendance, in my opinion, have not resulted in the type of training that is most necessary for the advancement of forestry practice on the National Forests at this time.

The large meetings of some years ago were limited to the method of "informing or telling" and telling alone does not train us to do our work as it should be done.

Our methods of training no doubt will have to embrace a combined procedure of instruction or training, conferring, and informing. All three of these educational procedures have had their important places in the training and advancement of the men in the Service. We should plan on training programs for greater efficiency on our present jobs as Forest officers. This will require training while on the jobs with the men to be trained, as well as the training of groups of men in the field similar to the Custer Supervisors Meeting. This will give a place to the small group conference as provided for under the leadership method. Men are given an opportunity to do their own thinking; and collective thinking is promoted. The men under training will be led to think right and to do their jobs right. Provisions should be made to properly train the men who will lead these field conferences.

3. A Ranger meeting should be held for the purpose of settling certain definite problems in connection with the Ranger's duties. The same would be true with reference to a Supervisor's meeting. There must then be a definite need for the meeting, and next a plan covering such need on the way the meeting should be conducted.

The lesson is correct in the statement that "the purpose must be something that the group needs", and it certainly must be tied into the old and must start the new through actual experience in doing. The coaching system explained in the lesson is very necessary in proper training whether such training be put over with the individual on the job or with groups of individuals by leaders and field conferences similar to the Custer Supervisor's meeting.

The value of such meetings should be determined by analysis, plans prepared from analysis, and checking the results of such training secured at the meetings by a follow-up method on the various



jobs completed.

The leader-conference group field meetings give opportunities to develop the ability of Forest officers to make valuable suggestions for improvement and progress, and in fact such suggestions are often crystalized and reduced to usable form. It gives the Forest officer who is leader, an opportunity to give the man or men making such suggestions credit for the suggestions there and then.

**John W. Lowell**

**Hamilton, Montana**

1. Few of us are adept at managing conferences, and this lesson unquestionably brings out the general weaknesses that bring about mediocre or negligible results. It falls to my lot frequently to lead in conferences or meetings, and while the program is generally thought out and a plan made for the affair, little or no thought is given to methods of approach. In most Service meetings the leader puts the group or individuals on the defensive, gets them to commit themselves and then has to battle the position taken by at least a part of them. I frequently do this without intending to do so. The principles brought out in the lesson are all worth while, and I see no reason for not accepting them.

A study of this lesson impresses me with the need for careful analysis of the methods we, as individuals, are using, which should result in discarding poor and adopting what promises to be better methods for getting our stuff over.

**S. A. Nash-Bouldin**

**Santa Barbara, California**

Meetings between Forest officials are distinct from outside meetings such as Chambers of Commerce, trade associations, etc., in that the Forest Service meetings consist of paid employees all working toward the same end.

While it may be necessary for outside meetings such as Chambers of Commerce, to get practically every member to agree to a certain policy before putting it into effect, I do not believe this should be true of a paid organization such as the Forest Service.

To do so means too much lost time and with an organization so far flung as ours we can not hope to get 100% agreement before giving the new proposal or policy a trial. If the chief of the organization has decided that a certain policy or method is believed to be the best, he should explain as far as reasonable his reasons for the proposed change and the results he hopes to obtain. It is then up to every member to get behind the idea and boost it along, not drag back—one may not agree at first because perhaps he is not big enough or has not the vision to see the value of the suggestion.

I agree particularly for meetings of guards or others not well acquainted with the Service work, that we should not cover too much ground; we should coach and train them by progressive, easy steps.

Following discussions at meetings, if we hope to get results and make the meeting worthwhile, the chief in charge should always sum up the discussions and decide what method is to be followed or give a definite answer to the question discussed. If this is impossible, the members in attendance should be made to understand that the ques-

tion is one that can not be settled without further study, and if possible, give the ones in attendance a chance to help work out the problem.

Very little is gained at a meeting where everyone discusses the problem and no summary is made or solution reached; each one in this case is apt to go home with the idea that he is right or that the entire Service is working on a trial and error method.

Notes should be kept during the meeting and a memorandum sent out to the field outlining briefly the discussions and agreements reached, new ideas to be tried out, etc., then a close follow-up should be made to check results and to see that the agreements reached are being given a fair trial.

Maybe I am all wrong in the above and I sometimes wonder if I do not expect results too quickly. I know I am apt to get impatient if things do not step along, particularly after a decision has been made.

Another thing I should like to mention at this time which is away from the lesson at hand but I believe should be discussed, that is, the policy to be followed in handling personnel cases where an employee has made a mistake or is falling down on the job for one reason or another. It seems that at times we are apt to be too harsh and lose a good man who otherwise would profit by his mistake or deficiency and be a much better man because of the experience.

On the other hand another not as good as the one dismissed hangs on for several years. It seems that there are three things to consider when a personnel problem arises, i. e., Is the man above the average for his grade, considering the district as a whole? Are we reasonably sure of getting a better man to fill his place? Is there some place in the organization where he would be better suited and still have a chance for advancement?

Perhaps this is so far from the lesson that it should not be mentioned at this time, but I believe the problem should be considered and settled.

**Huber C. Hilton**

**Laramie, Wyoming**

1. Taking the four methods as suggested for conferences by the bulletin and comparing them with ranger conferences, I find that as a rule, our recent meetings have covered field work. As such, the case method has been used with a statement or explanation of the problem in suppressing fire, development of a range management plan or doing a job of timber marking. However, I do not feel that we have secured what we should in the discussion of the problems which followed. Questions have been asked to start discussions but the discussions have not always been directed to secure the best thought of the conference. In other words, there has not been enough thought given to the planning of the discussions nor have the rangers been directed to make the meeting entirely their own without too much of their proper discussions being taken over by other officers in attendance at the meeting. There is an opportunity to use the "Discussion point" to greater advantage than has been used formerly, and to eliminate the method of getting rangers to agree by voting on a certain proposition. More complete use of the analysis of points



brought up during the conference is desirable than we have used.

**Lewis R. Rist**

**Glenwood Springs, Colorado**

The discussion in this lesson is hardly applicable to a rangers' conference. It applies to a greater extent to a meeting of executives in which policies are to be formulated. In a meeting for developing new policies, it is necessary for the leader to proceed in a more or less cautious manner in order to bring out the best practices, but in a conference of Forest officers, particularly rangers, the method of approach can and should be different.

In a conference of this kind we should have a definite plan or idea to put into effect, or, as stated in the lesson, "put something over." This is likely the result of some policy that has been adopted somewhere along the line in the organization and the purpose of the conference is, therefore, to insure that the men have a common and definite understanding of the policy and to work up a plan of procedure or action for performing the work correctly and efficiently.

By this I do not wish to imply that we should not attempt to sell the idea to the ranger or that his cooperation and support should not be secured. However, the policy, objective, or particular piece of work has been decided upon to fulfill a given need or requirement. After this has been decided, a definite and thorough plan of execution is made and the men given the necessary instruction for performing the work; results should then be required.

**Allen F. Miller**

**Munising, Michigan**

A conference is a method of getting together and discussing objectives and plans. The old saying that "two heads are better than one" can well be applied. In a conference, each member should take part. Each should have some definite subject to present; his discussion should be either for or against. It is not always necessary that the subject he is assigned be his hobby; just as good a discussion can be made in the negative.

Conferences are held for a variety of purposes. Allotment conferences are generally held to give each man an opportunity to present his plans for the coming year. His reasons for needing some improvement, his cost data, etc. are brought up. After each has presented his data, the entire program should be discussed. Here is the conference leader's opportunity to direct the meeting. As each plan is brought up for review, its priority over the rest should be discussed and its place of importance determined. It is natural for each man to believe in his plan, and he should be given a chance to defend it, but the entire Forest should also be considered. A proper correlation of each District plan into the Forest plan is necessary. Many times when the Forest is taken as a whole the plan for one District seems out of place with the others. A closer cooperation between Ranger districts is the result of many allotment conferences.

The field conference as outlined in the lesson, is nothing more than a training school, in my opinion. The new job has been decided upon and the next procedure is to put it into application. A conference, if I am correct, is a method of discussing ways and means

of developing ideas and procedures. Some one advances an idea, it is discussed pro and con. A better idea is suggested. This is discussed. Finally the best idea, which is usually a combination of all of the ideas, is arrived at and is accepted by the conference. The actual putting of this idea into practice is left to the training school. A conference is not a training school and should not be made one.

---

**Ray R. Fitting**

**Thompson Falls, Montana**

In general, I agree with the suggestions and methods advanced in this lesson. In summarizing meetings I have attended, I am quite sure that the ones from which the greatest and most lasting effect or training was secured were somewhat of the nature proposed and not from the "lecture course" type. The real benefits derived from a meeting or conference are largely impressed upon one by a contrast of ideas, of methods, practices or standards. Conference with one's colleagues tends to get away from individual proprietorship, helps to put the business on a partnership basis. In this manner, better than any other perhaps, one's ideas can be "pruned". If they are good methods, well thought out, a little nipping here and there will be sure to improve them.

If poor ideas or methods are advanced in an individual, conference or group conference of persons engaged in the same line of thought or work, it is almost sure to bring out the most practicable or efficient way known to the group of doing a certain job or collection of jobs.

---

**H. E. French**

**Pueblo, Colorado**

1. My general impression of meetings that I have held or attended is that they have been too general and too many subjects have been crowded into the meeting, precluding thoroughness. The objectives of the meetings have not been sufficiently definite. An impression is sometimes gained that the meeting is held to find out just how much the attending members know. The points brought out in this lesson are all good and worthy of adoption by all. It is realized that this is a new method in the technique of meetings and a large degree of skill, as well as study, is necessary to develop and effectively use all of the points in this lesson.

2. The purpose of this lesson is to train the Supervisor in the modern technique of meetings and conferences. This is a broad subject and an entire training course might easily be devoted in covering it thoroughly, yet here we have it covered in one brief lesson. It is, therefore, too general and only touches the high spots. We are given bare statements of fact in the lesson and our minds have not been made receptive to its precepts by means of questions and suggestions. Nevertheless, this is a splendid lesson and I have learned much from it.

3. Yes. By results. Carefully check over point by point the meeting plans and note percentage that received general approval. This should be followed, of course, by a check in the work to learn just how far improved methods advocated at the meeting have been adopted and actually put into practice. Also check increased effi-



ciency resulting from new methods proposed at the meeting.

**J. F. Brooks**

**Missoula, Montana**

1. This lesson seems to me to be the most instructive we have had and contains little of a controversial character. The Department of Commerce bulletin also contains many suggestions which should be put into practice in all ranger meetings.

Some parts of our work can be covered so specifically in instructions that there is no chance for misunderstanding, but in by far the greater number of cases, we must have the whole-hearted support born of conviction. It is, of course, much easier to follow methods in which you believe than those you follow simply to avoid losing your job. A conference should, therefore, be for the purpose of securing cooperation rather than acquiescence only. To do this, may require concession on the part of all who take part, including the supervisor if he is to have accepted, the changes he desires. There is great danger of acceptance of the sort mentioned in the supervisor's meeting where they said let the District Forester have his way, that they would continue as in the past.

Of particular importance, is the point that after an idea has been accepted by a meeting that each man affected start to think about putting it into operation and take some time to discuss the specific application on each district. The problem of each ranger may be different but the discussion will almost always bring out points of value to all and when one ranger sees that another is planning at once his action, it brings home to him that action is the thing.

One point made in the "Manual for Conference Leaders", is a little hard for me to accept and that is, that if the discussion lags or drifts off and the subject of first importance is lost sight of, the conference leader should let it drop. If, as the author suggests, it is to be brought up later, the purpose of the meeting may eventually be fulfilled, but otherwise it might not. If we set out with an objective, it should not be dropped because those present would rather talk about something else. On the other hand, if discussion is more or less forced after interest has been lost, I suppose little good would come of it, but I believe I would want to make a little more effort to stimulate interest than he seems to advise.

3. I can think of no way in which to measure the value of a ranger meeting other than to measure a month or a year later the accomplishment attributed to it. It is like attempting to measure the value of religious training in some respects. But, in no case, do I believe the success of the meeting can be estimated at its close. The fact that everyone was interested, harmonious and active in the meeting is indicative of what results may be expected, but is not conclusive, and only time will tell whether or not the meeting was worth while. It will then show up in better action on fire, more efficient management of the range, etc.

4. One value of ranger meetings not stressed in the lesson, is that of contacts between younger and older rangers. I once attended a ranger meeting at which an "old head" from another forest was present and it seemed to me that his influence on the younger men was very beneficial. He had the enthusiasm more characteristic of

youth and a background of experience, which combination commanded respect and admiration and his presence did much to put a good spirit into the meeting and the younger men had personal contact with that spirit which carried the Service through its early years. I have often heard it said that the little social session we have after our Society of American Foresters meetings is the best part of the evening and that the discussions after adjournment are productive of more good ideas than the formal papers. So even though the regular program of a ranger meeting does not always include a lot of valuable stuff, I would not consider it time wasted always, if it gets men together and they exchange ideas while lunching together or while sitting around the hotel or bunk house in the evening.

**J. F. Conner**

**Custer, South Dakota**

1. The success of a meeting depends directly upon the interest which men have in the subjects to be taken up. I believe the difficulty which we have had in the past in arousing interest in work plans has been the fact that we tried to go all the way at one time; i. e., there was an effort to go to too much refinement the first year rather than to begin with a very brief, simple plan such as a mere tabulation of jobs to be done and then increase our degree of refinement as rapidly as use and interest in the plan developed. Our present plans (Ranger Analysis) would have met with much more approval had we been content to stop with the analysis of the job, with its time estimate and then spring the schedule later. In other words, start with the fundamentals and increase the detail as the plans are used rather than start with a lot of detail that practice dictates must be discarded since that is what got men discouraged.

I am entirely agreed that in ranger meetings we too often try to crowd too many things in with the result that nothing very definite is accomplished. At my ranger conference this year the main objective was to sell the use of the present analysis (work plan). As the different phases of the work were discussed I endeavored each time to tie it back to the analysis to show the value of the plan wherever possible without having to mention it. The interest which I find being taken in the analysis during the season will help me estimate the value of the conference.

I believe there is often considerable accomplished in a meeting by friendly argument. If persons express different opinions on a subject they are bordering very closely on argument regardless of what we call it. The nearer we can keep any new idea tied to a definite case the better since it is much easier to grasp something a man can see in the concrete.

**E. G. Miller**

**Flagstaff, Arizona**

1. The Bulletin presents the subject concisely and in an interesting way. The methods recommended seem on the whole to be workable.

In looking back over a number of conferences and meetings I think most of us can remember some of them as having made lasting impressions on us—we know that they were successful. Others



we remember as dull and uninteresting—so far as we were concerned they were failures. A conference is a good deal like life—what we get out of it depends largely on what we put in.

The meeting that we recognized as having been successful was successful largely because it was well planned, and because the leader inspired the men to put themselves into the meeting, then directed the discussions, and saw that certain men did not do all the talking. Interest did not lag. The leader did not do much of the actual discussing himself but saw that the subject was looked at from the various angles; he frequently summarized, and probably illustrated and clarified so that the thing would “hit you in the eye”.

The meetings that we remember with a dark brown taste in our mouths failed largely because too much ground was covered or the leaders did too much discussing themselves; got into arguments and lost their tempers; tried to force their opinions on others without paving the way or letting the discussions bring out the need for a change.

2-4. The lesson fails to practice what it preaches in that the leader says a lot of things that some of the rest of us might have said if the cobwebs had been brushed off our gray matter.

It also covers a lot of territory. For instance, books have been written on “Making and Breaking Habits”. Goodness knows that most of us need to break some habits and to make others, but if it takes Dorsey or Watson several chapters to even start to cover the subject what can a supervisor do in a few paragraphs? We all seem pretty firmly and securely “tied to the past” and it does not seem possible to change our ways in a day or a year. I know a ranger who spells possible, “possiable”, although he has seen it spelled correctly a thousand times, and he will spell it wrong as long as he lives.

This lesson is really another lesson in Education and Training, for is not one purpose of a ranger meeting to give the men a chance to think under circumstances where their brains will be stimulated in a way that they can not be stimulated save by an exchange of experiences and ideas?

3. It is difficult to actually measure the value of a ranger meeting. One may measure potatoes in a bushel basket when they are gathered, but one meeting may continue to bear fruit for years so that final results are hard to estimate. Results may be measured, however, in terms of esprit de corps, mental attitude and quality of work. Meetings, if well handled, give the men the opportunity to recharge their batteries, and I wish it were possible for our boys to meet oftener. Many men hesitate to venture unless led. The meeting is a good place to start a man on the right track.

---

**A. F. Hoffman**

**Mancos, Colorado**

1. After checking the methods advanced in the lesson or the bulletin against my experience with ranger meetings and conferences, I am willing to accept only part of the methods. It seems to me that if a meeting or conference is held, something definite should be accomplished, that is, the meeting should openly state that it is for or against the various points raised. If this is not done those in attendance at the meeting will leave it with the idea that nothing was accomplished and that everything is still up in the air. I agree that

it would be better to have those who attend a meeting make the decisions, but if they fail to do so I believe that the conference leader should urge them to do so.

3. The way to measure the value of a ranger meeting is to determine by later inspection if those who attended are practising the new methods that were discussed at the meeting or are benefiting from the things that they learned from the discussions that took place at the meeting.

4. The Forest Service has had many ranger and Supervisor meetings and undoubtedly much good from them has resulted. I believe, however, that they would be more effective if they were more of a concentrated nature, that is, did not try to cover too much ground and did not last too long each day. When the meeting lasts from early morning until late at night, those in attendance are always hurried and soon get to be in such a nervous condition that they neither do good constructive thinking nor absorb as many of the good ideas that are presented as they would if they were as alert as they should be.

---

**Roy A. Phillips**

**Grangeville, Idaho**

This lesson teaches something in the matter of conducting meetings or conferences that is old as a personnel and organization principle but has been overlooked to a large extent in meetings and conferences. An unbiased opinion of all members or conferees is desirable, a meeting of minds is necessary before an agreement can be reached or anything decided upon. Too many times a meeting or conference is used as a means of putting something over without much regard for the opinion of the members as a whole. It is very true, particularly in an organization where men are, on the spur of the moment, inclined to respect and to fall in line with ideas expressed by their superiors and to agree with them although they neither fully understand the true circumstances or are at all in sympathy with the movement as later developments disclose. In direct contrast with this is the tactics pursued by the employee or agent who attempts to influence his immediate superior in new or improved ways or methods. In this case infinite tact and diplomacy is generally employed and great care taken that no open expression of opinion is made or no opportunity presented for a clash of wills. The employer is probably led along under indirect influence and the power of suggestion until the seed sown so discretely bursts forth as a child of his own brain.

Any man who has the opportunity to frankly express his opinion without having been prejudiced in advance is much more amendable to reason. Having expressed his opinion in advance he is generally willing to go ahead and do the best he can regardless of circumstances, knowing that his position is now clear and the burden of responsibility rests with his superior in the justification of the project. His mental attitude might be visualized as, "I do not think this is the right method, but if you still think so after hearing what I have had to say alright, I will do the best I can, perhaps after all you are right"—in contrast to—"I will do it because you say so, but you weren't even considerate enough to hear what I think of it, so I



won't try very hard."

The field meeting plan of conference is undoubtedly best but requires infinitely more and better planning than an office conference. It is the actual doing of the things that are talked about in the latter. For instance we have talked about using ploughs on fire line construction at nearly ever ranger meeting I have attended for fifteen years and the majority of men attending apparently were favorable and even enthusiastic, yet in actual experience it has been almost impossible to get ploughs in use. Therefore, I can see now that it is going to be necessary to actually get a plough out in an area representing a fire and actually plough a fire trench around it. To demonstrate the plough and to even plough a few furrows does not seem to get the idea across as regards its possibilities for fire use.

---

J. V. Leighou

Hot Sulphur Springs, Colo.

I can very well agree with the lesson but the lesson takes the part of a teacher and not that of a leader. The average service meeting either attempts to take the part of teaching by informing, or else indulges in too much random discussion, and is not concentrated on the subject on hand. In general, the greatest value that is derived from meetings comes from the interchange of ideas, and the direct value is rather difficult to measure. There is no doubt, however, that meetings are of great value.

The illustration of the football coach's method is good, and brings out an important point—that we should gradually develop our methods instead of continually throwing away our old methods and trying something entirely new. While some new plays are developed on the football field, the change in the game is a gradual development instead of a radical change. It is more essential to develop and build on to what has already been started than to discard the old and try something new. The new play may be fascinating but only time will tell whether it will be effective.

---

Rex King

Safford, Arizona

4. There has been a tendency in the past I believe, to place topics for discussion or demonstration on the program of a meeting, simply because they were a part of the science of forestry regardless of whether the men had actual use for them in their regular work. A case comes to mind in which a ranger upon his return from a meeting was asked what he considered the most helpful part of it. He was very enthusiastic about the meeting and said that the best thing that he got out of it was learning how to scale logs, something that he had never had the opportunity of doing before. This ranger had only two merchantable trees on his district by actual count.

In formulating a plan for a meeting, I believe that care should be taken to keep it entirely out of the class of a circus, a competition, or a museum of curios but useless facts and technique.

In district training camps where the district includes Forests of a wide range in conditions and where the policy is followed of apportioning the membership of the camp equally among forests, there is bound to be more or less training which is useless to some of the men.

Where such conditions exist it would seem to me to be better to group the men according to work conditions and point the training specifically at these conditions.

Of course, behind all meetings, as behind all training, there is the factor of the incentive to learn and improve, and no plan for a meeting should be made without giving it very careful thought.

J. N. Langworthy

Cody, Wyoming

A meeting of Forest Service men is, as a rule, called in order to introduce a new idea. It cannot be classed, in its entirety, as a conference. Our meetings have been conducted more on the informing or instruction plan, and are therefore managed so as to direct thought along certain clearly defined lines.

Probably the reason why so many meetings fail to produce the results desired is that too much is expected. If, as stated in "A Manual for Conference Leaders", where the informing method is used only 25% of the items heard, under most favorable circumstances, can ordinarily be recalled at the end of the second day, it appears that our average is not so bad.

Forest Officers usually work alone and form habits which are hard to correct. It is easier to follow the lines of least resistance and the inclination is to continue the old practice.

The introduction of new ideas through conference seems to be the most efficient method according to accepted practice. If this is true the nearer we approach this method the greater should be the results. We have brought about some important changes in procedure by means of ranger meetings. Our old work plan, in use prior to the present ranger district analysis, was introduced at a ranger meeting, and unlike the present plan, it did not take long to get working.

G. E. Martin

Livingston, Montana

1. In my judgment the attitude of the conference leader should be governed largely by the nature and purpose of the meeting. If the object of the conference is to bring together a group of experienced persons to collectively contribute their individual thoughts on the possible ways of meeting a common problem, then the judicious, non-partisan plan of leadership is undoubtedly proper; but if, on the other hand, a problem about which there is or may be a diversity of opinion has been carefully studied and a satisfactory solution found and the purpose of the meeting is to obtain a ratification of the plan, then it would seem that the leader would be justified in seeing to it that his proposed plan was in some appropriate manner placed before the assembly and in substance approved. This idea may not be very democratic and would not be justified if unrestricted mass thinking and conclusions were always correct, but unfortunately they are not. The leader must keep his eye on results. If he is adroit enough to get the group to champion his plan as their very own, that is fine, but a good idea should not be allowed to be sidetracked because it fails to meet at first with popular approval.

4. The history of Forest Service meetings is one of evolution.



The earlier meetings were largely directed by the leaders along informational lines, while during recent years the conference plan is more generally followed. The original plan of meetings and subsequent changes have been both fortunate and logical. In the early days of the Forest Service there was but a small group of men who had given deep study to our forestry problems. They were faced with the necessity of informing, instructing, and inspiring a rapidly expanding organization of unexperienced but earnest men anxious to learn and follow a leadership that formulated sound, equitable policies. Clearly under such conditions, the instructional meetings yielded the most satisfactory results. Now, with 25 years of achievement behind us, there are many with a background of experience and study who are able to make valuable contributions and so the conference type of meeting has largely replaced the earlier form and from now on will probably be the most useful.

**Andrew Hutton**

**Durango, Colorado.**

1. The lesson brings out some mighty good points and outlines the proper method of procedure in handling meetings and conferences. It covers the ground thoroughly. It seems to me that the two big points brought out, and which need attention, are that "the meeting must be planned" and the "discussion directed". In many of our meetings we have been satisfied with a program rather than a plan and in many cases real objectives have not been well thought out prior to the preparation of the program. There has been considerable improvement along this line in the past few years, but like everything else, betterment is quite possible. As to the directing of discussion we have often failed also and in some meetings at least undirected arguments between individuals result.

Instructing by the educational procedure such as has been done at the more recent field meetings is accepted as the best method in all cases where it is applicable. A combination of this and the conferring idea seems most suitable for our purposes with the former used in all possible cases.

I can hardly accept the idea that there should not be a summarization of conclusions reached. I believe that many men go away from a meeting wondering just what conclusions were reached on certain subjects and how they should proceed in the future. Putting things to an actual vote should probably be avoided when possible, but voting seems better than leaving the point up in the air. In all cases where there is not a clear showing through discussion that there is a majority opinion on the subject either voting should be resorted to or the chairman should summarize the discussion and outline the procedure to be followed. Someone must decide for the group as a whole if the group cannot decide among themselves.

**E. D. Sandvig**

**Miles City, Montana.**

4. From the lesson and accompanying reading material I take it there are three steps to perform for the execution or realization of a successful meeting. Briefly these are:

1. Plan the meeting which involves:

- a. Defining its purpose.
- b. Analysis of the situation or problems.
2. Develop thought in the meeting on the problems involved.
3. Develop from the composite thought of the meeting concrete methods of execution.

The successful realization of these points in a meeting, however, does not guarantee that the methods developed will in all cases be used, even if unanimous approval is given them in the meeting.

I am unable to recall at this time one single feature of improved technique from the last group conference which I attended approximately two years ago. Perhaps this situation is my own fault or inability to retain new ideas as expressed in a general meeting. I faintly recall that dozens of recommendations were made in the last meeting but none of them in so far as I can learn have come to fruition in the form of revised instruction or changes in the procedure in the field.

In contrast to a group of business men, a group of Forest Service executives can accomplish little thru meetings to improve technique on account of necessity of the latter group to fit all of their findings to rigid manuals, standards of instructions and the idiosyncrasies of executives higher in line. I think the average ranger as well as the majority of forest officers approach our own meetings with the feeling that nothing will come of the lengthy as well as sometimes irksome discussions. Probably the majority look forward to the meetings from a contact standpoint with favor and enthusiasm, but the reactions to the other purposes of meetings are largely negative in my experience.

I think this unfavorable reaction that I have encountered to meetings is largely due to lack of definite objectives for the meeting to accomplish, unskillful handling of the meeting and lack of encouragement and follow-up from above. We decide to do thus and so at the meeting but later on we find some Branch chief or other executive opposed to the procedure and the matter is dropped until some courageous soul picks it up probably ten years later. Perhaps the stone in the path of progress has been removed by that time and the measure is adopted. I find a distinct note of discouragement relative to the value of meetings among the rangers I have discussed it with except the value found in establishing contacts with neighboring forest officers.

The training value of meetings lies solely in their ability to effect better technique in the expression of the spoken word. In other words they afford some training in public speaking or afford opportunities for a man to accustom himself to addressing an audience, for as has been stated a new method is not really learned or assimilated until the man actually does it. The average meeting does not go beyond giving "lip service" to the solution of problems and as a consequence a lot of us leave them with our thoughts perhaps a little "fuzzy".

Geo. M. Gowin

Weaverville, California.

I have been at various meetings which were not a true success. Some of them have been similar to the District Forester's meeting



described in the lesson; trying to induce the participants to accept a preconceived plan and obviously shown all thru the meeting. The leader was arguing for his idea thru it all.

Other meetings which I have attended were more or less failures because they were carried on as a lecture in a class room. With occasional questions and discussions but the ideas of the leader were set forth along the lines of pure instruction. Some took notes which did not give them a chance to think while the attention of some was was not held.

Other meetings have tried to cover everything from A to Z in two or three days with the result that those attending forgot about the principles brought out by the time the next subject was broached.

Other meetings have been experience meetings, story-telling gatherings where due to faulty guidance things but remotely connected with the subject under consideration were allowed to take up the time.

I have seen field meetings lack success because they were not planned well enough. Due to lack of planning things began to drag. Then there was a decided lack of interest with the result that the ideas desired were not brought out.

I might go thru the whole list of "don'ts" cited in the literature of this lesson and show where some meeting I know of has failed to secure the results wanted due to some one or a combination of these "don'ts".

On the other hand I have been to several meetings and conferences which were an unqualified success. These had a definite, needed purpose in mind and showed evidence of careful preparatory work and planning. The group leader asked carefully chosen questions which stimulated thought and discussion, kept the discussion moving, kept it off the side-tracks; he gave few opinions and did not enter into the discussions, he made points at the proper time as brought out, and gave accurate summarizations.

I am willing to accept the principles outlined in this lesson for I have seen meetings lack success because they failed to observe these principles. On the other hand on analyzing the success of the best meetings I see that it was because these principles were recognized and followed that the meetings were so beneficial.

3. The actual value of a ranger meeting is reflected in additional accomplishment or better accomplishment of the jobs the rangers do.

If we analyze our reasons for holding the given ranger meeting we can check in our inspections to see if the work is being done better or in greater quantity. Having a purpose and knowing it we have a measuring stick. Observation and recording results, with a later analysis, using this measuring stick will show us the value of ranger meetings.

4. Meetings play an important part in our training work and therefore in our administration; both ranger meetings and guard meetings. Since so much may depend on proper training received at these meetings it is well worth our while to put our best efforts into planning and thinking these meetings out. We should also be careful in conducting our meetings to avoid all the pitfalls which tend to make the meeting unproductive and observe those principles which

make for success. We must realize that to insure success of a meeting it takes real work and cannot be left to chance.

P. Keplinger

Denver, Colorado.

Since I said that the lesson was not an expression of my own opinion, I suppose I should say that this is. In the first place, I think that this is one of the most satisfactory sets of discussions we have had. While the individual discussions are not as long as usual, they each seem to express some pretty definite idea, and as a group they recognize a number of examples of faulty methods that have been used in the past and give an idea as to how these methods may be improved.

Without trying to enumerate all of these examples here, some of those most mentioned are: Lack of a definite or worthwhile purpose, going over the same old ground, no real need for meeting, and spending time on things not really needed or used in the work.

The discussions recognize definitely two distinct kinds of meetings, one for instruction and one for conference. For conference the men should all have had similar experience, be about the same rank, know the subject and have a definite problem to discuss. Not all recognized the weaknesses of the old method of having prepared papers read or set speeches delivered. The Government men working under the Smith-Hughes Act have abandoned that method entirely for small groups—thirty to forty, or fewer. I think we might accept their opinion on this just as we would expect them to accept ours on a question of silviculture. One thing they say is that this opens for discussion the entire subject while for best results it should be opened up a step at a time. It is one of the functions of a conference leader to have prepared in advance an analytical outline which will step by step lead up to the solution just as we discussed it last year in our lesson on decisions. Without this help from the leader few men can really contribute what they know to the discussion, and conclusions are reached without having for consideration all the facts that the conference group possesses.

Another thing which a few of the discussions do not recognize is that the formal resolution is not the best form in which a small conference group can express its ideas. Probably the best thing that is generally recognized, however, is that we do not need to follow precedent, but that we can follow whatever seems to be the best method of reaching our objective.

Several have expressed the opinion that there are really no subjects left for conference discussion among rangers or supervisors; that everything has been already fixed by higherups. I cannot agree with this idea; I think there are still a lot of subjects to which the rangers can contribute, and some to which I believe they can contribute more than can any other group, and, further, that it would be a good thing for the Service to give them the opportunity to do it.

As for the meetings for instruction, they should follow the general training steps which we have discussed or will discuss in other lessons. While the discussions do not cover this kind of meeting to the same extent, they do recognize that telling is not training and that the meeting must have some better method if it really puts things



over and gets results. And after all, I think the best thing of all, is the emphasis you have placed on the idea of checking up in the field to find out whether or not there really are any "results".

Just that you may better understand what was said in the lesson, I think I should explain my distinction between a discussion and an argument. In a discussion both parties have the same objective, both, or all, are trying to get at the facts, while in an argument both are trying to win, to put over their own idea, sometimes even when they know they are wrong.





Job No. 1384

Date 3-14-30

Ordered for 0-2

No. of copies 270

No. of impressions 4440

Cost:

Labor	13	95
Overhead	5	58
Stock	3	30
Illustrations		
Plates		
Other	30	05
Total	51	88

New composition ☒

Set pickups..... Siding.....

Old is..... Over.....

1  
F-76 Pe

# PERSONNEL MANAGEMENT

A STUDY OF

PRINCIPLES AND METHODS

BY

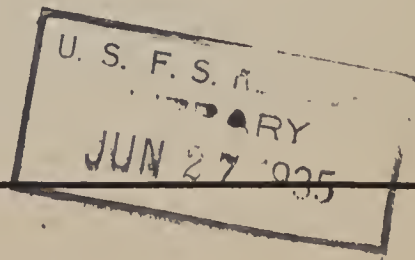
FOREST SUPERVISORS, U. S. FOREST SERVICE

NINTH LESSON



Discussions of this lesson should  
reach Denver not later than March 27, 1930

March 10, 1930





## TRAINING THE PUBLIC—SECURING COOPERATION

The supplemental reading for this lesson will be found in the Extension Service Handbook, on pages 71, 72, and 73. This isn't much to read, but it covers a lot. Here the Extension Service summarizes briefly the whole training idea: Know your stuff, analyze the local situation, plan, then do and get the other fellow to do.

However, our problem in training the public differs in one important element from that of the Extension Service. That Service is trying to teach men to follow better practice in their own work or business, while we are training men to help us in ours. We would make a poor showing on the range without the cooperation of the permittees, but with it range administration is easy. We train timber operators in our methods of logging. We can force compliance with contracts but we get better results when the logger understands our objectives and cooperates in their attainment. The difference that our different objective has applies only to the first step—securing interest. We have got to find some contact point, some common ground from which to start to create an interest in our work.

We talk a good deal in the Service about doing things through "personal contact". We educate the local people in fire hazards, for example, through personal contacts. Now personal contact is not a method but an opportunity. The contact must be planned or skillfully handled if it is to get results. Starting from some "contact point," preferably some mutual interest, you systematically switch the interest to your problem; after that it is largely a matter of training on the job—getting the person contacted to do something. For here more than in any other form of training it is true that there is no learning without doing, but when we get one to do something we can hold his interest and teach him our point of view.

This principle of doing often involves other fundamentals of human nature (psychology) which perhaps I can illustrate better than I can explain. Take this example of a planned contact, as told by the Forest officer himself:

"Last summer Supervisor Blank and I were on a field trip and driving from E..... Park to the B..... Ranger Station, and stopped at a crossroads store just outside the boundary to telephone. I got into conversation with the storekeeper and complimented him on the appearance of his store and the stock he carried, and finally in a conversational way we were talking about the value of a recent rain and the general fire situation. He evinced an interest in the timber in the region and remarked that it was certainly fine that no fires had occurred in that region for several years. We said, "Yes, and the credit was due largely to the people who lived in the region." He said he believed that was true; that local people were careful with fire and were all lined up to take action if a smoke was discovered. We discussed causes of fire and told him that if we could eliminate campers' and smokers' fires, we would be close to the elimination of man-caused fires.

"For another ten minutes we had an interesting talk on fire, and then I asked him if it had ever occurred to him that he was in a strategic position to do a lot of good in preventing fires. He said "No". It was pointed

out that just at the entrance to the Forest, visitors were in just the right kind of environment to be impressed with a word of caution; and that since many people stopped for gas, oil, or supplies, he would frequently have the opportunity to say a few words about the need for care with camp fires, matches and smoking materials. He was surprised and said in an incredulous tone, "Why, do you believe anything I can say would be of value?" "Absolutely. Sometimes, you know, a word from an outsider goes farther than one from a Forest officer, who may be said to do it because that is what he is paid for." The grocer's face lighted up and he said, "By George! If you really believe an effort on my part would be worth while, you can count on me talking to 'em. Haven't you some fire literature or something I could give them too?"

He has been furnished with fire booklets, fire buttons, windshield stickers, and recreation folders. They have a prominent place in his store and he is proud of them, and he is helping to educate the public.

This not only illustrates planning but illustrates also how a general plan can be made and then easily fitted into a special plan for an individual case. It also illustrates a characteristic of human nature which I believe is by far the most important with which we deal in our cooperation work. It is a fundamental principle which has long been recognized. Benjamin Franklin refers to it in his autobiography. It is also found in the Talmud.

You will notice that the man really became interested when he was shown wherein he had a part in the game, a concrete, important function and responsibility. No one really gets very enthusiastic about the general theory of fire prevention or in the fact that "Everybody loses when timber burns." I have never worried any over my personal losses. But when you get a man to give something—do something—then your man becomes interested. Also, everybody likes to do something for someone, do favors, perform public services.

You remember Franklin's story of how an influential member of the Pennsylvania Assembly had a grudge against him and was repeatedly doing things to annoy him. Franklin wanted to win him. But instead of trying to show the man wherein it might be to his advantage to be friends or even doing the man a favor, instead, he found an opportunity to ask a **favor** of the man. The man granted the favor and became Franklin's warm friend and supporter. Franklin states the general principle thus: "He that has once done you a kindness will be more ready to do you another than he whom you yourself have obliged." I have seen this principle illustrated time after time, and so have you.

Here are three other examples from widely different parts of the country and from differing activities: (1) A ranger on an eastern Forest asked an habitual woods burner to take up supplies to a fire. He refused; he said: "Let 'er burn. Good thing—good for the country," etc. The ranger said: "Possibly you are right, but anyhow those men are up there and they are hungry. Will you take them something to eat?" On that basis, he consented. While at the fire, he stopped to look on, got interested, started to help, caught the spirit, and became a good cooperator. Knowing the ranger, I am inclined to believe this didn't "just happen".

(2) A little celebration was being held to emphasize one of our achievements. The Supervisor was asked to ask a certain man for his car to haul visitors. The Supervisor objected. "The man wouldn't do it, he was an enemy to the Service, and no good anyhow," etc. But the Super-



visor finally asked him. He donated his own time and the use of his car, and became a warm friend of the Service.

(3) A stockman of wide influence had been from the beginning opposed to all forms of range regulation. He argued that the stockman knew best how to handle his stock and the range and that he should not be interfered with. The Supervisor asked this stockman as a favor to show him on the ground the best method of handling stock on a range unit. He was glad to comply and explained his ideas carefully and in detail. The Supervisor had it written up as a 'Plan' for the unit. The stockman became an enthusiastic range planner and insisted that plans be complied with. He was a great deal of help both in making plans and in putting them over with the rest of the permittees.

These cases all illustrate Franklin's principle of getting a man's interest through getting him to do something for someone. The woods-burner went to take hungry men something to eat. Having done them this favor, he naturally felt kindly toward them and less antagonistic toward what they were doing. Had the ranger at this point asked him to help on the fire he would no doubt have refused. But the contact with the men while in this favorable mental state, the feeling that he had done a good deed, the natural inclination to follow the crowd, led him on to active help on the fire line. This created further interest which of course had to be followed up and capitalized by the

Notice also how well "Practices," on page 71 of the last example created favor and gave him a chance to argue and began with first analyzed the situation the range management proposed for discussion. He did suggestion, question, or the stockman's practical knowledge expertly and scientifically recognized principles of education. Our purpose is to improve and experiences.

Suggestions for Discussion

1. Do the principles discussed in other lessons our own organization? (kind. Analyze your example used was training or education)

2. Do you think this is really a principle that of situations will it apply

3. Do you think these cooperation cases that can for it? By taking a little good technique? Can you cite a case where someone has very materially improved along this line?
- etter or in ed a used ever, knew came ough at to being o the going ideas

have tside this method ly. nklín kind

these ack" fairly

Job No. 1357	
Date 2-26-30	
Ordered for W-2	
No. of copies 300	
No. of impressions 600	
Cost:	
Labor .....	1 35
Overhead .....	54
Stock .....	45
Illustrations .....	
Plates .....	
Other .....	3 30
Total .....	5 64
New composition..... ✓	
Part Pickups..... Standing	
Old plates..... Overpr.	

## DISCUSSIONS LESSON NINE

W. G. Weigle

Seattle, Washington

The Dr. Franklin principle of changing a non-cooperator to a co-operator by asking the non-cooperator to do something for you may frequently work all right, but it has not been my plan of procedure. My plan has been to be friendly to the non-cooperator even though he continues to be unfriendly to the Service. Under this procedure, you will soon hear the non-cooperator express himself kindly toward the ranger and others befriending him and from this condition it is but a short step from the non-cooperating stage to the cooperating.

A good example illustrating the effect of friendliness on the non-cooperator came to my notice on the Coeur d'Alene National Forest in 1908. An old timer on the North Fork of the Coeur d'Alene River was a most decided rabid hater of the Forest Service and everybody connected with it. A homesteader's trail passed through his place to the back country which the Forest Officers desired to use but he had threatened to shoot the ranger of that district if he did not keep out and he kept out. The Supervisor decided one day that if possible, matters should be fixed up with the old man so that the Forest Service could use the trail through his place, so he started through the place but met the old man with his rifle who immediately ordered the Supervisor to get out who made no suggestion of disobeying the owner of the property but before going asked him several questions concerning another trail leading around his place, then bade him good-bye and started to go out as commanded by the old man but after making a few steps, the Supervisor pulled the morning paper out of his pocket and returned and handed it to the old man which he gladly took. The Supervisor then started again to go out; after he had gone a few steps, the old man called to him and told him he guessed it would be all right for him to go on through his place as it was much shorter, and there never was any trouble about any forest officer using that trail from that time on.

A short time after that the Supervisor stopped with the old man again and expressed friendliness and after several meetings the old man became quite friendly and one day within six months from the time of his first meeting, he sent a letter to the Supervisor stating that he was enclosing so much money with the request that the Supervisor pay his taxes and by accident or design the amount was several dollars short. The Supervisor, however, paid his taxes in full and sent him the receipt calling his attention to the amount sent and the amount paid. This apparently was too much for the old man. The action taken by the Supervisor was highly pleasing to him. He reimbursed the Supervisor in full at his first opportunity and from that time on, he was ready to fight for the Forest Service. He never came to town after that without dropping into the office to say hello or give information about the region. The next year a fire broke out near his place; his two sons worked on it for which they would not take pay and the Supervisor had difficulty in getting him to accept



visor finally asked him. He and became a warm friend

(3) A stockman of w posed to all forms of range best how to handle his stock fered with. The Supervisor on the ground the best method glad to comply and explain visor had it written up as . enthusiastic range planner was a great deal of help b with the rest of the permis

These cases all illustrate est through getting him to went to take hungry men s he naturally felt kindly to they were doing. Had the fire he would no doubt hav in this favorable mental s the natural inclination to f fire line. This created fur up and capitalized by the

Notice also how well t Practices," on page 71 of the last example created interest by playing up the man's ego, and a favor and gave him a chance to do something for someone. He refused to argue and began with practice rather than principle. He had, however, first analyzed the situation and had his own plans already made. He knew the range management principle back of every bit of "practice" that came up for discussion. He did not resort to telling or preaching, but through suggestion, question, or reference, tied the principles of management to the stockman's practical knowledge of the range. The stockman was being expertly and scientifically trained, trained on the job and according to the recognized principles of extension practice. There is a lot of this going on. Our purpose is to improve our technique through an exchange of ideas and experiences.

### Suggestions for Discussion.

1. Do the principles or methods of training on the job which we have discussed in other lessons apply to this problem of training people outside our own organization? Give an example of a good training job of this kind. Analyze your example far enough to show whether the method used was training or educational and whether training principles apply.

2. Do you think that this so-called principle quoted from Franklin is really a principle that can be depended upon and used? To what kind of situations will it apply? Where won't it apply?

3. Do you think that there is really a technique for handling these cooperation cases that can be learned, or must one have a natural "knack" for it? By taking a little time could you not teach a ranger to use fairly good technique? Can you cite a case where someone has very materially improved along this line?





pay for the meals of ten fire fighters that he had boarded for two days. He continued to be a staunch supporter of the Forest Service.

The Franklin plan may be all right for non-cooperators who have about decided that they would like to become friendly and merely need some action to break the ice, but for real hard nuts to crack, acts of friendliness and good work accomplished will bring better results.

Individuals are very different in their ability to develop a winning technique and the ability of a person along this line has much to do with the degree of success he is going to meet. There are of course certain underlying principles that can be taught to any one and upon these principles it should be possible to teach the average ranger fairly good technique to apply in handling cooperative cases, but the technique that proves successful in putting over your point today may not put it over tomorrow. To be an adept in developing and applying technique, you must be able to quickly change your technique so as to meet the needs of the immediate conditions and that phase of success in developing technique is hard to teach.

---

**J. F. Brooks**

**Missoula, Montana**

1. The training of people outside the organization requires the use of the methods previously discussed to even greater extent than in the case of training within. The member of the organization may buckle down and learn to hold his job while the outsider can get up and go home if the subject is not made interesting.

One of the most skillfully handled jobs of training, which has come to my attention, was the case of a ranger putting across the blanket herding idea to a sheepman. He was unable to do much by just telling him how to handle the sheep on the range. But along toward the end of the season came an opportunity which he took advantage of and although it was in nature the opposite of the experience of Franklin, it worked the same way. The ranger was making his last trip over the range and encountered this man's herder and sheep in a snow storm. The camp tender was sick so the ranger took his outfit and moved the camp into a lower country and then went back and helped the herder. The owner of the sheep still tells people about it. That fall the ranger in talking losses, lamb weights, etc., was able to work in enough "propaganda" for one-night bedding to get the sheepman interested. The ranger won his confidence, respect and gratitude by the efficient, voluntary assistance he gave. The permittee evidently realized that here was a ranger, who might actually know a little about handling sheep on the range and the next year got his herder a tepee and since then will not have a herder who does not use the one-night bedding system. In this case the ranger got his lesson over, not so much through demonstrating what he wanted done, but by demonstrating that he knew something about handling sheep and the thought evidently suggested itself to the permittee that he might know enough to justify a little attention to what he said.

2. Last summer I saw an addition to the number of friends of the Service, through the application of the principle quoted from Franklin. There was a fire about a mile from the ranch of a man,

who had been very indifferent to forest protection. The ranger asked permission to camp a crew of 25 men at his ranch and very grudging consent was given. Soon they were using his telephone and asking little favors. The ranger saw to it that the men were orderly and the camp kept clean, gates closed, etc. Soon the rancher became interested in the equipment, method of running the camp and the dispatch with which the fire was controlled and before the crew left, he donated a chicken dinner, milk to drink and cream for their coffee. He said he had not thought much of the Forest Service before and this opportunity to assist in its work was the thing which resulted in the acquisition of a new supporter and per diem guard. I believe that any time you can get some one to help, that a friend will be made, but not all people will respond when asked. Witness the case of the rancher or logger, who has brush to dispose of and when it "accidentally" catches fire in the closed season, you are apt to get help of questionable value when you try to control the fire.

3. The knack for handling these cooperation cases seems to be necessary for the handling of the unexpected one of a different nature, but I believe a man can be coached to handle a particular case or class of cases by planning with him the approach and **attempting to foresee the reactions** of the party or parties to be dealt with. I know that I often get help from another in such instances by getting a line on the interests, prejudices and hobbies of a person I want to make some special point with. The technique can be taught to another but patience, consideration for the feelings of others, perseverance and such qualities are not always so easily instilled.

W. E. Lockhart

Choteau, Montana

The principles of training on the job are quite similar both within and outside the Service, except in the method of obtaining interest. Generally it is necessary to show the individual or group that there is something of a personal advantage to him or them in following your suggestion. Your proposition may sound well in theory but the average man will question whether it is enough better to pay for the change in plans and habits. Most men believe that their situation, conditions, etc., are different and generally a demonstration is necessary to convince the majority that anything new in the way of plans or procedure is worth while.

In order to convince a large grazing community that the segregation of breeding stock on the range was both beneficial and practical one stockman was selected who agreed to allow the Service to manage his breeding cattle on a segregated range for a few seasons. Other than this class division the cattle were handled in much the same manner as the other stock on adjoining range. After two seasons the results were sufficiently successful to sell the practice to the stockmen in the locality.

I believe that Franklin's principle is one that will generally work. I recall one instance where many of the stockmen on a certain Forest range were openly and bitterly opposed to the proposed range management plans. The situation had practically reached a deadlock and a Forest Officer was decidedly unpopular. The chief among the un-



friendly agitators was selected. An overnight visit was made at his home, a favor in a minor problem was requested and granted. This led to other negotiations and requests for cooperation. His egotism was aroused and in a short time he was a staunch supporter and was very instrumental in selling the whole plan to the others.

I have seen this same system worked in fire suppression and other problems.

This system will not work unless the person contacted is made to feel that you really desire his help and it is not merely a peace offering.

Tact and diplomacy are attributes which figure very materially in such work but any man with normal intelligence can be taught to manage the ordinary cooperative cases. There are cases, however, which tax the ability of the best salesmanship.

Sometimes the situation crowds us before we are sure of our ground and mistakes have been made in selling an inferior article or proposition and such errors will take years to live down.

---

C. E. Favre

Kemmerer, Wyoming

It is believed that there is really technique that can be learned for handling cooperative cases. Certainly any one can study the various methods to be used in securing cooperation together with examples wherein they are effective or non-effective and know much better when and how to apply them. I am quite decidedly of the opinion that Rangers can generally improve in the handling of cooperative work through a study of methods to be applied. In fact any of us can learn a lot about cooperation.

The so-called Franklin principle will very often work and it is one of our most valuable methods to use, but personally I have had about as many cases that did not work by using this method as I have of those that did work. Perhaps, as a matter of fact the greatest percentage did not work. For example we had an individual in this neighborhood who grumbled a lot about Government control of ranges. We tried out the method of asking favors of him. The favors were granted personally but still the grumbling keeps on going about the same as usual. In another case we had a grazing trespasser in the vicinity and we have tried to secure closer cooperation through asking favors of him also, but still the trespassing goes on. Apparently he may be banking too strongly on the granting of favors and that therefore trespass is justified. One of course can overdo this Franklin principle in many cases I believe.

Certainly it will be necessary to study the individuals and apply whatever method appears to be most likely to secure satisfactory results.

---

Roy A. Phillips

Grangeville, Idaho

1. Training on the job as discussed in other lessons does apply to persons outside the organization. I think that we have not given this phase of training work the attention it merits and I have known of instances where forest officers have even discouraged outside aid and shown scant courtesy where fires had been reported and aid

rendered by individuals, claiming that the action had hindered and complicated the handling of fires and that the protection organization was adequate to do the job without outside help. This attitude is apt to develop where a strong organization is in effect and is in direct contrast to the regions where fire protection is dependent almost wholly through cooperation with the public.

A fire patrolman had the following experience a good many years ago and before the time there were any restrictions on setting fires promiscuously during the danger period. A section foreman persisted in setting tie piles afire and leaving them unattended. The patrolman put out these fires regularly to prevent them from spreading to the forest and in return reaped only abuse from the section foreman who could not be made to see that any danger existed. Finally the foreman set a fire at the edge of town and as the forest was in no immediate danger when the patrolman found it, he let it burn, warning the section boss that it was dangerous. A brisk wind came up in the evening and carried the fire into town forcing the entire population to fight to save the town. The section boss was cured for all time and for many years was the best cooperator in the locality, often leaving the railroad right of way to go distances of several miles to put out fires on his own initiative. It is needless to add that fires on the right of way were always promptly extinguished thereafter. The patrolman could easily have put the fire out when he found it; but he was resourceful enough to reason out a method for educating the foreman to a sense of fire consciousness that could not be developed except by rather drastic measures. The situation provided an opportunity for both education and training as there was an opportunity for following up one with the other when the wall of prejudice had been broken down.

2. The principle will apply generally to the great majority of cases wherever the results are worth the effort. Any man who has any degree of importance in the community is worth spending a lot of time and effort on. There is no set rule that will work in all cases. I have known of a case or two where it was necessary to resort to physical prowess to gain the end, and even then it was not always necessary to win the fight but perhaps the gameness displayed won over the opponents admiration and eventually won his friendship. There is invariably some weak spot in any man's armor and the average intelligent administrator can pierce it if given time.

---

Wm. V. Mendenhall, Warren T. Murphy

Los Angeles, Calif.

1. We have found that in many instances we can train outside cooperators as we would our own organization. However, we have to modify our procedure somewhat but the basic principles are the same. The bulk of our training though is educational, especially upon the Angeles Forest where there are such large numbers of people to be won over as cooperators. Our problem has largely been one of selling the idea of watershed and recreational values lying within our Forest to the residents adjacent to the area, and teaching them the cardinal points of fire prevention. . .

In 1928 we interested a local American Legion Post in forest



conservation work, largely through the activity of a Conservation Committee within the Post composed of our local ranger, the President of the local Izaak Walton League Chapter, and one of the directors of the County Conservation Association. These three men sold the idea of conservation to the members of the Post and aroused within them a desire to do something tangible. Acting upon that desire for action, they came to us and asked us what they could do to help us. We suggested that they form an emergency unit that could be drawn upon as a reserve for timekeepers, assistant camp bosses, crew leaders, assistant dispatchers, etc. They took up our suggestion and during that winter we held meetings with this emergency unit and gave them training in the various jobs much as we would have trained our own short term men. At the end of the course of lessons we held a field demonstration at which the various jobs were demonstrated.

As to the methods applied in this case of training cooperators, we believe that both the educational and training principles were applied. In the first place by educational methods these men were led to a desire to help us and in the second place job training principles were made use of to train them in the performance of their various jobs as cooperators with us. We believe that the bulk of our work in training persons outside of our organization will involve both the educational and the job training principles. Of course, as I mentioned above, educational methods, on this Forest at least, will always be more widely used than the training principle as the job training methods will only apply with limited groups as cited in the example.

2. The psychological principle quoted from Benjamin Franklin we believe will often apply. In fact the action of the cooperators we mentioned in the previous portion of this discussion was another instance of its working. All of the members of this reserve unit by donating their time on two evenings a month and learning how to act in various capacities as cooperators became vitally interested in our problems, and felt that they were really performing a public service of value whereas if they had not performed this service they would not have been such ardent supporters of the Forest Service.

It is recognized that this above described training problem is not in the same class as the problem suggested in the lesson, in that the cooperators in this case had the correct attitude when the training was started. As a matter of fact the Benjamin Franklin principle would hardly apply except in cases where the cooperators attitude was wrong and had to be corrected. Very often the cooperator's viewpoint on the best methods of doing things is fundamentally wrong, but he, however, considers himself a hearty cooperator with the Forest Service. Again we find men that do not wish to be considered cooperators, whose attitude is one that assumes that our principles are entirely wrong and in each case it is necessary to analyze the subject of training quite thoroughly before deciding upon the correct course of action.

It is our opinion that the principle of Franklin will be most applicable to situations in which the favor performed will tie right into the point that it is desired to put across. For instance the "light burner" mentioned in the lesson performed a favor in connection with fire suppression and the gentleman with the pronounced views on

stock handling rendered a favor in the field of grazing. In other words the performance of miscellaneous favors may not bring about the desired results if a man's antagonism lies along one well defined line. The antagonist should always be gauged by the Forest officer and a well thought out plan of action evolved . . .

J. N. Templer

Butte, Montana

2. I think that the principle attributed to Franklin is one that can be depended upon and used effectively in many cases since it gives the person granting the favor a certain sense of superiority. However, don't ever ask a favor involving money or goods, since such a request is sure to cheapen the Service and its personnel in the eyes of the public. Ask only such favors as may be granted without tangible cost, since in common with many of us, the bulk of the public has not yet learned to regard time or effort as simply another form of money.

3. I feel certain that there is a technique for handling these cooperation cases and that it is not imperative that one have a natural "knack" for it. Certainly one can teach a ranger to use fairly good technique and the following is an example: On one of the Deerlodge range divisions it is absolutely necessary to secure proper distribution if the allotment is to carry the permitted stock through the entire grazing season without damage to the range, and of course salting is the "deus ex machina." The ranger, new to the district, experienced much difficulty in getting the salt distributed properly and in sufficient amounts and was not entirely satisfied with the location of some of the salt grounds. He was advised to get some representative permittees to assist him in relocating some of the salt grounds and to pass on some locations that had already been decided upon. This was done and after the Ranger had demonstrated the efficiency of pack saddle distribution no further trouble was experienced although the permittees were not convinced of the need for certain salt grounds that had been located without their advice. However, the utilization secured in 1929 was convincing and the president of their stock association claims that without these particular salt grounds the range would not have carried their stock through the season.

Now the ranger who put this over is one of the "old-timers" not particularly polished in his diction nor tactful in his conversation, but with a hint or two he not only secured some valuable cooperation but won the respect of the permittees with whom he was associated. He does not possess a knack for this sort of work but through supervisory instructions and assistance as well as a will to succeed he has acquired some little technique in handling this kind of a job. The selling methods of Messrs. Push and Pep will not necessarily overcome the sales resistance of the average permittee; they will only confuse him. My advice is to use a personal contact training hackamore and you won't need a bit (of educational apparatus) to gentle your permittees.



We have said in training our own men that you can not teach a man something entirely new. You have to tie it to something with which he has had experience. The same principle applies with those outside the service. We have to tie what we want them to do with something with which they already know. With the sportsman we use fish, game, water, game cover to get our fire prevention measures over. With the lumberman we use operating costs, absence of delays due to freedom from fire in getting him to be heartily in accord and cooperative with the smoking regulation, prompt attack on fires, use of protective devices and preparedness measures such as the fire plan, tool caches.

"Show me" trips are of inestimable value when leaders of a community are taken out to and shown the reasons (why) and the results. A lasting impression is made upon these men and they then have a better understanding and the ground is prepared when we are ready to sow our seed, whether it be for securing cooperation, compliance with certain regulations, or action. The recent Congressional party which made the trip thru the various National Forests last summer is an example of this. The Forester was and will be able in the future to present his needs and know that they and he are talking the same language.

Training methods may vary as far as "outsiders" are concerned but the general principles are the same. As an example we require shovel and axe and the camp fire permit. Newspaper publicity is given of the no smoking, shovel and axe and camp fire permits. The agent issuing the permit using a matter of common interest (roads, games, etc.) starts the training by giving a good fire prevention message. We thus require action on the part of the public, the securing of the permit, the possession of the shovel and axe and refraining from smoking.

We later register them as they enter the Forest again impressing on them the care with fire, etc. The Ranger later visits as many as practicable leaving the message again.

This is not all education because we are requiring one of the prerequisites of training—action. This arouses and maintains interest much more than lectures, articles, etc. By repetition we accomplish the counterpart of requiring a trainee to do his task over and over, since the public is being trained by requiring them to meet our requirements. We keep it up until we get what we want—elimination of camper tourist fires. However our training of the public is intimately connected with every activity. The difference between good training and that which is not good is the difference between having the public with you or against you or luke warm.

3. It cannot be denied that personal characteristics, tact, method of approach, etc., of the ranger greatly influence the success in handling cooperation or P. R. cases. But since P. R. enters into all activities of National Forest work, is closely interwoven with them all, it is essential that a man handle his P. R. work satisfactorily to get real success.

It may be a coincidence, but I do not think so, that the Ranger who has the best administration is the one who is usually the best

P. R. man. By the "best P. R. man" is not meant a "hale fellow well met" since I have seen the quiet unassuming man secure the best results.

The large majority of our P. R. work is by personal contact and the Ranger is the man who has the most contact. If he lacks tact, is boastful or has other undesirable qualities his efforts along this line are largely nullified.

Some of the characteristics that hinder the Ranger can be readily modified by the Supervisor thru training, by the use of a little time and effort. Other characteristics take more time, skill and work but it can be done and is well worth while. The Supervisor's administration is judged by the work that is done by his Rangers and due to the close relation of cooperative work to all Forest work the ranger's work is a reflection of his success in cooperative efforts.

---

Huber C. Hilton

Laramie, Wyoming

1. The methods of training on the job apply to training people outside the service as well as in, but under different conditions and with less intensity outside the service. It seems to me that the training of fire wardens and cooperators is a case in point. When we first discussed the project of having picnics for fire wardens and cooperators, we early in the analysis decided that we would get nowhere to have just a meeting for instruction. However by announcing a fire warden's and user's picnic we found that the men, women and children would come and that the men selected to demonstrate fire fighting methods seemed to take pride in showing their neighbors that they knew how and then in turn would instruct the untrained wardens while those looking on could not help but absorb some training. With forest officers, such training would be all part of the job but with cooperators their interest must first be aroused.

2. Frankly I am doubtful of the probability of an extensive use of the principle given by Franklin. I do not think the average man with whom we deal would be such a dun as not to know that we were after something if we asked him to do us a favor. In dealing with grazing permittees or others who might later wish a favor in return which we would find hard to grant, I think the principle is unsound.

---

C. J. Olsen

Richfield, Utah

1. The same fundamental principles and methods as previously discussed in this study as being applicable to our own organization apply to the training of people outside our own organization.

Any training or educational program must take into consideration the present knowledge of the learner and a preparation of the learner's mind must take precedence in the training or educational program. If ideas are put over in practice in proportion to the ability of the learner to understand, the results are far greater than by trying to teach principles. Principles, although they appear to be understood are quite often too abstract to make a lasting active impression. There have been numerous mistakes made by the Service in failure to consider the present knowledge of the learner and to prepare the learner's mind before the idea is presented.



There are few Forest Officers who have not had both favorable and unfavorable experiences in putting over new ideas to the public and it is very easy to reflect upon these experiences and determine why the success or failure. In my experience it is better to put over new ideas by practical concrete methods only as fast as they can be understood and accepted as facts. Preparation of the public mind is one of the main essentials.

At one time it seemed an impossible thing to be able to get one of our stock associations to consent peaceably to the tagging of all permitted cattle. The main opposition coming from the president. A year later, after careful planning and preparation the idea went over and the association bought their own tags. The president, as well as the majority of the members, would oppose any action to discontinue tagging at the present time. The method was largely training, but involved some educational principles.

E. S. Keithley

Colorado Springs, Colo.

2. The Franklin principle is working all around us every day. It seems natural that most all of us should like to please—to do someone a good turn. Even enemies of the Ranger would be pleased to do the Service (public) a good turn if given the opportunity. It may be hard to bring about in some cases, but the desire to please is deep rooted in practically every normal human being. We can use this principle much in our contacts with users and others to good advantage. Also, I think much can be accomplished for the Service where Forest officers do users and others a good turn. Both principles have their place. Many men have been made good cooperators because of assistance rendered them by Forest officers. I am wondering just how much the Forest officer was being trained when he sold the stockman the range unit plan, and how much he conceded by way of compromise to sell him on the plan.

3. Unquestionably there is a technique to be learned in handling cooperation cases. Also there is a lot of natural “knack” in it. This “knack” is closely associated with personality, which can be influenced but not materially changed. A technique can be learned as to matter of approach and to know when the time is opportune to strike. The thing is susceptible of analysis and ought to offer opportunity for improvement.

C. A. Mattson

Richfield, Utah

Some of the fundamental principles involved in training the public in forestry and securing their cooperation, have to do with knowing the facts concerning not only the problems on the Forest areas, but with problems in communities dependent on National Forest resources. If the justice of your cause can be shown, the support of the public can invariably be secured. This has been fully demonstrated in numerous cases. A few years ago, not only the users of the Forests in Central Utah, but the citizens of surrounding communities were generally opposed to Forest Service policies, and any restrictions put over by the Service were considered an infringement on their rights as citizens. Situations of this kind were largely over-

come by inducing prominent citizens of the various communities to accompany local Forest Officers and size up problems on the ground and get first hand information on existing conditions. The users of the Forests, as well as the public generally, were asked for their solution of the problems requiring attention. Such action gave them an interest in the work of the Forest Service and where opposition previously existed, cooperation was secured.

A very prominent stockman of one of our communities was opposed to the creation of National Forests and at stockmen's meetings he never lost an opportunity to voice his opposition to Forest Service policies. He was asked to assist local Forest Officers in making some needed range adjustments, and the responsibility gave him an interest in the work of the Service and his previous views were changed and he became a supporter of the Service. The principle quoted from Franklin not only applies in this stockman's case but also was made to apply to Advisory Boards of Stockmen's Associations, as is evidenced by the fact that intensive methods of range management are now being put into effect, through the cooperation of these stockmen.

It is quite difficult to differentiate between educational and training methods because they are so closely inter-related. However, the educational method would deal principally with acquainting the public with forestry principles, while training would not only deal with imparting knowledge but in securing an application of such knowledge. I do not know of any cases where the principle quoted from Franklin will not apply.

There is a technique for handling cooperative cases that can be learned, and a ranger can be taught to use fairly good technique.

---

C. C. Hall

Albany, Oregon

The so called principle quoted from Franklin will work sometimes and sometimes not. It is all owing to the type of men you are dealing with. I have seen it work and have seen it fail, probably more times than it worked. Two cases stand out in my memory, one where I gave an enemy of the Service the opportunity to squarely refuse me a meal, which he did, and another case where it was tried on a would-be cooperator who didn't cooperate and was told to go to.

Speaking of using different methods to win the people over, I am reminded of a case where we were very successful in clearing up a bad situation that had existed for a long time. On a certain Forest well up in the mountains there were a number of families who were of the Hill Billy type, all related, and who were fond of preying on the Forest Service men and giving them the worst of it at every opportunity. One or two firemen's cabins were burned, camps robbed, blankets and personal equipment stolen. There was no possible way of catching the persons responsible though we well knew some of the outfit had done it. One day while riding through the mountains I met one of the young men belonging to the bunch and who, unlike most of them, was a fairly good worker and appeared to me to be the most reliable of any I had met. I asked him how he would like to be a guard for that territory, talked to him about the difficulty we had in getting the right kind of men for the job and pinned a



badge on him and gave him an outline of what we wanted done. This settled our troubles. His relatives were so pleased that Henry was appointed that everyone wanted to help him make good and we not only made friends where we had enemies before, but solved the whole problem at one stroke.

Most any ranger uses psychology, or common sense, in handling the people of his district. Some have the "knack" and get farther than others. Some rangers are misfits regardless of time and pains taken. One time I had an important district that was kept in a continual uproar by some would-be bad men. This situation was cleared up at once when I transferred to this district a ranger with a reputation as a participant in the Lincoln County War.

**Lester Moncreif**

**Pendleton, Oregon**

A public trained for cooperation is a tremendous asset which can be obtained with relatively small effort. The volume of the training job is large in the aggregate but the energy expended per capita can be quite small. This is true for two reasons: first, the objectives are simple and well defined, and second, the trainee after being started learns almost voluntarily and without much effort on his or our part.

All we ask of a cooperator is that he be careful with fire, or that he do certain small detection or suppression jobs for us, or that he handle his stock in the way that will bring best results both to him and to us. These objectives are easily obtainable because they depend mainly upon the development of an attitude. As soon as he likes us he is practically a cooperator. From that point it is a minor job to develop in him a certain degree of aptitude in fighting fires or handling stock.

It is striking what a small difference there is between a cooperator and a non-cooperator. We had a reporter until recently who was a little cooler than luke warm. One day reporter-fashion he idly inquired about the work at hand on my desk which happened to be a ranger district analysis and work plan. An hour's explanation of that little instrument proved so enlightening and gave him so much respect for us and our job that he became and has since remained a warm cooperator and friend. I consider the training job for that reporter practically done. It took an hour. He will continue to learn, it is true, and we will spend time teaching him, but it will be mainly through the process of his doing things for us.

That reporter was trained accidentally. There is no reason why a little analysis could not have shown that all we needed to gain his cooperation was to give him a true perspective of us. The next man needs something else but that something is probably also simple and easily supplied. We think too despairingly of the large number of untrained cooperators. We will get farther if we forget that, think more of how easily each individual can be trained with planned effort, and eliminate accident from our list of approved training methods.

**K. Wolfe**

**Kooskia, Idaho**

Franklin's principle will undoubtedly work. Probably all of us

can recall personal experiences in which this principle played the major roll even though we may not have recognized it at the time. Since it does work, it certainly behooves us to make use of it. Our regulations require us to pay our way as we go—we avoid the acceptance of favors by making payment for minor services in order to side step future entanglements. Where we fail to bring Franklin's principle into the picture is that we leave the impression that the deal was on a strictly business basis, when we could leave the impression that, regardless of the payment, we have obtained and accepted a favor. It is perfectly possible to pay in full for value received and still have the payee feel that he has done us a good turn.

How about working this principle backward? Occasionally we have difficulty in doing business or cooperating with some particular individuals because of an antagonistic or lack of friendly feeling on our part. Wouldn't it be worth while to deliberately plan to do those individuals favors in order to overcome our own feeling of unfriendliness toward them? The fact that we were consciously applying the principle on ourselves shouldn't prevent its working, and the results might be well worth while.

C. G. Smith

Athens, Tennessee

1. This lesson is a vital one to us where practically every fire is classed as incendiary. I am inclined to think that most fires of this class are simply the desire for self expression—gratification of the ego. We all, or most of us, have so much ego in our make up that it seems but natural. The man who burns the woods is simply giving vent to self expression in a more or less colorless existence, in humble surroundings usually devoid of chances for gratification, but a match will do the trick.

Guard Morrow, in Cherokee County, North Carolina, picks out the men he wants to train. His method is novel to me and is worth recounting. He asks the man to go out on a patrol with him. He knows the man's foibles. If game, he tells him the effect of fire on fish and game. How the wild life has been decimated by lawless hunting and unfavorably affected by forest fires. If the subject is grazing, again he takes the man out and skilfully presents the idea that frequent burning changes the type of forage by reducing the profusion of plants suitable for grazing to a few fire resistant species, and usually wins his man over to a same point of view.

2. The principle used by Franklin will work except where the subject is really hostile and bitter. Then the request would not be tolerated and more harm than good would be done in soliciting aid.

3. There is a great deal that can be learned in approaching successfully an open minded subject, but the difficulty is in reaching the obdurate cases. Yet they are reached in many ways.

Story is told of Abraham Lincoln in his early days as an attorney for the defense. The prosecuting attorney was making telling progress in a fine polished manner. The case was going against the defendant. Lincoln was drying his foot near the stove with one shoe off. Asked by the judge for his rejoinder, he hopped on one foot and holding one shoe to the bar of justice said, "I won't have that fellow befuddlin the jury". The picture was ludicrous, the ten-



sion was broken, a laugh ensued and the case won.

The lesson is, it doesn't always pay to be too serious, bring in the lighter side when necessary, and then swing back to your subject. If the other man gets the first laugh from the crowd you may lose.

L. G. Hornby

Kalispell, Montana.

1. It seems to me the essential points of training anyone or any group in or outside our organization are expressed in the statement of one writer who says, "Tell him how, show him how, then expect him to do it that way".

Depending upon the individuals being trained the telling might come after the showing and be indirect. The extension Service objectives, to know your data and to know your victim determine the order of procedures and the relative emphasis and details given.

In order to minimize over-grazing of recreational wilderness camp grounds and avoid arbitrary restriction rules, Supervisor asked each guide as he met him through the season what he thought other particular offenders should do to leave feed enough for him at particular camp grounds. The discussions lead to what each would be willing to do for the others. So far the results have probably been as good as with offensive rules.

The Extension Service methods also apply within our own organization.

In a ranger meeting Ranger A objects to planning a definite amount of time for maintenance of a particular trail saying it can't be known in advance. Supervisor says he thinks he knows how much to set up and proceeds to make an excessively high estimate. Ranger A proceeds to demonstrate he is better estimator than Supervisor, resulting in much laughter on part of assembled rangers.

2. I think there is a principle behind this principle of Franklin's which is that the previous enemy finds out the dinner isn't so hard to eat after he gets seated at the table. Any way to get him to the table is the objective and Franklin's way is just one of many.

3. The technique can be learned as good etiquette can, but some of us get better after being taught while others just have to go back to the tepee and the mocassins.

W. M. Nagel

Kalispell, Montana.

2. Of course, the principle quoted from Franklin can often be used. However, a man must be approached in the proper way or the job may be bungled. You must have some knowledge of the man himself, sometimes knowledge of a hobby he may have, and information relative to his standing in a community. I have usually found it more desirable to work toward making him feel that his influence was considerable, and that his help was considered by me of considerable value in properly handling the job in question. Most men will cooperate if they feel that you need and want their help. There are few things in our work as interesting as working on a man who is antagonistic to the Service.

Several years ago, I was transferred to a forest where there was

an antagonistic young stockman. His father was no longer a permittee but he had been fighting the Service for years.

The son was willing enough to fight as his father had urged him to do, but he was just naturally 'red' without really knowing what it was all about. He was fairly shrewd and intelligent. I heard much about him before I ever had occasion to deal with him. Whenever anyone in the Service asked his help or tried to be on friendly terms with him he made of it an opportunity to deal the Forest officers more misery.

I found that he was a member of the advisory board of a stock association and that he did not even have any stock on the forest in his own name. He had succeeded his father to the office (because he held a lot of mortgages) and the stock was still being run under the latter's name. My first move was to call a special meeting of the Association and have him replaced on the board. He hit the ceiling, but could do nothing about it. He was looking after both his father's and mother's stock on different stock divisions, they having separated and acquired separate preferences. He was difficult to handle, since he knew enough about the regulations to realize how far he could go without losing rights.

By the next season, his father had died and the son had inherited considerable real estate and livestock. Along with minor violations of regulations and of grazing plans, he leased to a sheepman a section of land in the heart of a fully stocked cow division, after having released the section along with several other sections to the Forest Service under Reg. G-4. The time was ripe to teach him something, so he was taught. Among other things, he was given clearly to understand that unless he toed the mark in the future he would not again secure a grazing permit over my signature. He calmed down for a while, but there was still no opportunity to secure his cooperation.

About this time, he started work along a different angle. He secured a lot of literature on range management and began to discuss it with anyone who would listen. He knew enough about the subject to make others feel that our plans were probably wrong in many respects. He knew the range because he had fallen heir to some dozen sections scattered throughout the division.

When he started to discuss range management, it was the first opportunity I had found, in almost three years' time, to work on him. I had several talks with him about range management. He knew just enough about it to be able to cause a lot of trouble. I made him feel that I was really surprised that he knew his subject so well, and appeared glad of any opportunity to stop and talk it over with him. Gradually I asked his opinion about management on various parts of the division and tried to set him right. The ranger was an excellent grazing man, and we both endeavored to guide him on the subject. We admitted that our plans were not as good as they might be because of lack of more definite information on several things. After a couple of months of this, he was "with us" more than we had hoped for. He even offered to finance 50% of an intensive grazing reconnaissance so that we could get together and perfect the plan. The survey was made a year later, but as I remember, it was financed by the government.



Franklin's principle could not well be applied in this case except in a minor way after three years of waiting. I think that this man represented one of the most difficult types to convert, and hard to hold.

**Howard Hopkins**

**Cass Lake, Minnesota**

1. The principles or methods of training on the job which we have discussed in other lessons apply to the problem of training people outside of our own organization and can be used with slight modifications with excellent results.

2. The so-called principles quoted from Franklin's is a principle that can be depended on as one very effective means of approach. It will apply especially to people that are inclined to be stubborn or set in their ways to such extent that they will not look on a problem from an unbiased viewpoint. In such cases any arguments or line of reasoning is apt to be wasted due to the lack of a chance for proper consideration. Franklin's method often has the effect of either drawing people off their guard so that they no longer refuse to properly consider the problem or it affects the subconscious mind of the person and allows a more favorable reaction to a future request or argument. Franklin's method or principle will not usually apply with certain temperaments, and in many other cases will not be beneficial unless a logical plan for connection between the favor done and the later favor or attention desired is worked out to accomplish the desired result.

3. There is decidedly a technique for handling cooperative cases that can be learned, but at the same time some people have a natural "knack" for such work and can secure the desired ability with less study and work than those without such "knack". The art of learning how to handle cooperation cases is very similar to learning anything else.

We all have seen several students starting to learn French, arithmetic, etc., from a common basic start and it is always found that they will progress unevenly. Often those that progress fastest in certain lines are far from being either the hardest workers or those with the most brains. We say those thus progressing have a natural aptitude or knack, and so it is in handling cooperation problems. Those who have a natural aptitude can get results with less extra work than those who do not have this knack and have to acquire such by study. There is no doubt however that this ability can be acquired by those who will study and work to develop the desired technique in this line.

I feel that technique along this line can be taught to a ranger the same as anything else provided such ranger is interested sufficiently to exert himself to develop and improve such technique under training. Without cooperation of this sort training time would be wasted. In almost every case however such interest is either present or can be developed by a Supervisor and the ground thus prepared for training of the ranger's technique in handling cooperation cases.

1. The principles of training on the job discussed in previous lessons apply equally well to the problem of training people outside our organization, but I think on the whole it requires more ingenuity to get results in applying them outside the organization. Any number of examples from the everyday work of a forest officer can be cited to bear out the value of these principles or methods. I recall one case a few years ago. A small fire was reported on a part of the Forest remote from the Ranger's headquarters. The key-man cooperator was away and could not be reached by telephone. Another nearby rancher, not an active cooperator, was asked if he would go. He was busy threshing his grain; but suspended his own work, took his threshing crew and put out the fire. He refused to accept pay for either himself or his threshing crew, and henceforth became a rather enthusiastic cooperator, displaying a great deal of interest in learning the technique of fire suppression at a later fire of larger size on which he helped. A few years previous he had taken issue with the Forest Service on an important matter.

Another instance was that of a rather ardent opponent, in principle, of Federal control of resources being asked if he could support the McSweeney bill making provision for a bigger Federal research program. It appealed to him as being constructive. He asked for a memorandum of the points favorable to the bill, wrote a letter supporting it, and asked if there was anything further he could do for the Forest Service. He has since been cooperative.

In a previous lesson, considerable stress was laid on the importance of Forest officers understanding the purpose and need of instructions in order to get the best results in carrying them out. I could not help but think of the big field for putting this into practice in issuing instruction to Forest users. With it they will usually display a cooperative attitude in carrying them out, with good results. Without it, they are likely to get the impression of "arbitrary exercise of authority," with negligible results. The first method should build up confidence in the Service; the second can easily lead to the appellation "Bureaucrat".

2. The quotation from Franklin has some application in our work, and probably accounts for the fact that one Forest officer will fail for years with an antagonistic Forest user, and another will step in and promptly win him over. Sometimes, aloofness and pride in not asking for things for the Service from those who are not personal friends stands in the way of accomplishing the most for the Service. This principle has, however, its widest application where Forest users are friendly to the Service and have personal confidence in the Forest officer asking the favor.

3. There is no doubt as to there being a technique for handling cooperative cases of this kind, and that it is something which can be learned rather than an inborn quality. This has been demonstrated time and again with inexperienced Forest officers who have entered the Service with no ability to deal with people, and in a few years acquired considerable skill along this line. It is an important thing to the Service. If more skill can be developed in handling people and difficult situations, it will enable us to accomplish more and develop



a higher type of administration. One Forest officer will explain to a Forest user why he can not grant his demands, and he will accept his decision as fair. Another Forest officer, under the same circumstances, will deny his request and an appeals case will result. Generally Forest officers are deficient in this technique when they enter the Service and have to acquire it by the costly school of experience. If this process can be shortened or Forest officers made more proficient in it through systematic training on the job, it is well worth while.

Training in analyzing situations and planning to meet them will help in many cases. There is no doubt that the process which the author mentioned in a previous lesson of outlining to a Ranger in advance how to handle a complaint or difficult situation of this kind, and then let him follow one through step by step in the actual handling of the case will give good results; but most of us are not sufficiently proficient ourselves to take a Ranger through step by step in this manner.

Gal. 10

John W. Lowell

Hamilton, Montana.

Whether it is the Forest officer or the public we are dealing with I believe we always get farther by listening to them expound their own views, with a suggestion here and there, than by expounding our own. Most people will talk and think themselves into the right position if given time without too much opposition to their ideas from someone else.

A few years ago there was a radical difference of opinion between the Forest Service and the advisory board of a stock association as to whether a piece of range was actually overgrazed and deteriorating, as we claimed, or in its natural condition as the result of subnormal precipitation, as they claimed. We took the board members for a one-day ride on the range, incidentally examining and discussing the kind and character of forage plants on the open range; and then took them through an adjoining fenced pasture under permit to one of them, also examining and discussing the forage plants in the enclosure. The difference between the fenced and unfenced areas was so clear that the board all saw it without our calling attention to the difference. As a result, they recommended two years' rest for the overgrazed area, and we approved it although three years would have been better. They have since been pretty well taking the lead in rotation use of this range, and we are glad to let them do it. In the light of this course this was training on the job. To have persuaded them to read or listen to a course on range management would have been educational but ineffective.

The principle quoted from Franklin is generally usable. It will apply to all situations when the opportunity comes to use it, but the trouble is that we wait for ready-made opportunities instead of creating them. The ready-made opportunities do not come often enough.

There is undoubtedly a technique for handling cooperation cases that can be learned more or less perfectly through suggestion, study and practice. While I believe that our rangers generally are improving in this sort of contact, they need more guidance than they have

been receiving. I am unable to quote a specific case of marked improvement at this time.

E. G. Miller

Flagstaff, Arizona.

1. The same principles or methods of training on the job seem to apply to the training of people outside our organization. To put our "stuff" over we must get the attention and interest of the individual or individuals that we have in mind training. The steps outlined in the Extension Service Handbook will bring results in many cases. We have found that the big majority of permittees and forest users can not be driven—they must be led. When actually convinced that something is being done in the wrong way, or that there is need for a change, they are ready to be shown.

Five years ago when another heavy reduction in numbers of sheep to be grazed on certain Arizona Forests was proposed the Woolgrowers "hit the roof" and were up in arms. They could not see the need for said reduction. After considerable pow-wow-ing the S & G permittees proposed that dual use of the ranges be abolished; that the range be divided on the basis of their existing preferences and that each permittee be given the opportunity of showing what he could make the range allotted to him carry without severe damage to western yellow pine reproduction and the range. The reductions were postponed, and the Forest Service and stockmen embarked upon a cooperative fencing program that resulted in the building of hundreds of miles of fences between cattle and sheep. Most of these woolgrowers are trying to do everything possible to prevent damage; they are trying to improve methods of handling. Each man seems to realize that his interests and those of the Service are after all not so far apart. He must have feed if he produces a fat lamb, and if there is plenty of feed and water, damage is negligible. Last year one of our permittees who "cussed" a lot and was very bitter five years ago made a trip with several other permittees to look over some range experiments that are being conducted by the Forest Service. This "cussing" permittee took a keen interest in the studies work; was deeply impressed by what the plots indicated; and before the trip was completed asked that some experimental work be done on his range and said that he was ready to handle his sheep as nearly as possible as the experiments indicated they should be handled; or he would gladly turn one band over for experimental purposes to be grazed just as the Research men saw fit. What a change! Five years ago he had only words of condemnation for the Research organization.

I have in mind two other woolgrowers who were "on the prod" five years ago. Last July, on the night before the annual meeting of the Arizona Woolgrowers Association, some Forest officers met with the members of the State Advisory Board and gave them certain information regarding herders getting off the established driveways and "eating out" allotments of several small permittees (some 85,000 sheep cross one of these trails twice each year). Ways and means of handling the situation were discussed—several suggestions were made, two of which were the putting on of additional driveway



guards to be paid for by the Woolgrowers, and the making of a penalty reduction in driveway preferences of owners whose sheen get off the driveways. The two members who had not been any too friendly to the Service in years gone by were inclined to doubt the wisdom of the penalty reduction at first, but after discussing the question from all angles, decided that it was only fair that the owner should be held responsible for the actions of his herders. The Forest officers were requested to draw a resolution covering the situation. One was drawn which in effect stated that the State Advisory Board was of the opinion that heavy penalty reductions should be made in the crossing preferences of all permittees who allowed their sheep to get off the trails in the future, and recommended the passage of the resolution by the association. The resolution was responsible for some hot discussion on the floor. It was defended by every member of the State Advisory Committee, and the two "ex on the prod" members were the chief spokesmen for it. The resolution was passed by the association. Not a word was said on the floor by a Forest officer. In both examples the stockmen were trained just as you would train a bunch of rangers. Results have been gratifying.

---

W. G. Durbin, J. S. Everitt

Susanville, California.

To some extent the methods of training on the job apply to training people outside our own organization. In order to make headway in training our own men, first of all we must have a definite plan; secondly, we must get them interested in the job; thirdly, we must be able to show them that the way the work should be done is the best-known method and that they will in some way be materially benefitted if the proposed plan is followed. This benefit may be in the nature of a saving of time, better service, or a stepping-stone to a more responsible position, etc. The above method or principle applies to persons outside the Service. We must first get them interested and then be able to show them how they are going to benefit by following the suggested plan.

One of the most successful examples of work I have ever seen in connection with training people outside the organization was done by a ranger who was assigned to a district where the people were very adverse to National Forest regulations and policies. The plan he adopted was to visit the worst enemies and make it a point if possible to stay over night. He talked to them about everything from the early day shake-maker to what was happening at the present time but steered clear of mentioning anything about the work of the Service. The point he wished to get over to them was that he was interested in them and their problems. In six months he had won the confidence of all those with whom he had to deal and at the end of three years he had changed the hostile attitude of this community to one where they were willing to accept and abide by the Service regulations to the fullest extent.

The method of training used in this case might be called a variation of the Franklin principle but I think the results come more under the head of education or Public Relations work. It is very doubtful if a strict interpretation of the Franklin principle can be relied upon

to any great extent in training. It might apply in such instances as the one above mentioned because this class of people is susceptible as individuals to this kind of treatment. I doubt, however, if it would apply in dealing with the heads of large companies or corporations.

The definition of cooperation is to act or work jointly. I wonder if this is just what we have in mind when we think of people cooperating. I heard a well-informed forest officer state that the term Public Relations meant getting people to do what we wanted. If these definitions are correct, are we not thinking more in terms of Public Relations than anything else when we mention cooperation?

In many instances, we get cooperation mixed up with duty. For example, we speak of some of our grazing permittees or timber sale operators as good cooperators when in reality they are merely complying with the terms of their permit or agreement. We have become so accustomed to having to continually prod our permittees to get them to comply with the terms of their agreements that when we find one who is complying with them we look upon and speak of him as a "good cooperator" when in reality he is not a cooperator at all.

C. L. VanGiesen

Ft. Collins, Colo.

2. There are probably some cases involving cooperation which can be successfully handled by applying Franklin's principle; which contends that a person would feel more kindly towards the Service after having done a favor for it. In most cases, however, I feel that there are many other psychological factors which influence the quantity and quality of the cooperation which we secure.

There is a relatively small number of people who do things for other people, and in the act itself secure complete satisfaction. As stated above, I believe that thoughts of public betterment and personal gain play a large part in influencing all sorts of cooperation. Ninety-nine per cent of all people enjoy responsibility. Do we not play this up in training keymen and cooperators for fire suppression? Men who would take little interest in the fire game become the best of cooperators when given responsibility. Most of them are proud of being selected for the position and must make good to properly impress their neighbors. Many of us praise and sometimes flatter our cooperators in order to secure better cooperation. Then again most of us hate to be left out of things because we do not measure up to a satisfactory standard. I cannot help but believe that many of the above elements of psychology play a large part in securing cooperation and probably had a definite influence in the three cases cited in the lesson.

We now ask for many favors from the public and are able to give only a very few in return. Reciprocation is rarely possible which means that the Service is always incurring many obligations which it cannot eliminate. In many cases to my personal knowledge this has resulted in criticism and embarrassment to the Service and individual Forest officers.



I am inclined to the opinion that in securing public cooperation we must depend pretty largely on the educational phase, rather than on training. If the general public is informed (educated) they can ordinarily be relied on to give quite readily the sought for cooperation. The opportunity for demonstration or actual training is seldom at hand since we are seeking aid to our work probably more than we are seeking aid to the cooperator in his work. As brought out in the discussion the cooperator is going to be more interested in the actual effect on himself than in the effect to us. I recall distinctly a certain conversation with a Forest user in which he had requested some cooperation which we had agreed to give. After securing our promise of this cooperation he made the following statement: "If at any time I can be of service to you along such lines **without inconvenience to myself**, let me know."

I do not think Franklin's principle will apply if the cooperation is too long continued without return or is in a somewhat one-sided manner, that is, mostly take and very little give. If we continually ask favors without some definite return there may be an unfavorable reaction because the party may figure we are making undue use of him.

The technique of handling the securing of public cooperation is, in my opinion, largely acquired through actual experience. Undoubtedly there are certain psychological fundamentals to observe and these can be taught to others. There are, however, many cases where certain methods, though fundamentally sound, may not apply. In certain localities one method might work favorably while the same method used in a different environment might prove a total failure. Public confidence in a Forest officer gained through association with him in other than his official capacity, will certainly have an important bearing on the case. A Forest officer of pleasing personality and an intimate acquaintance with peculiar local circumstances and a working knowledge of the men with whom he has to deal will ordinarily have no trouble in successfully securing the cooperation of the public.

---

Wm. L. Barker, Jr.

Munising, Mich.

The work with outsiders seems to me to be more often educational than training. The examples are legion. John was a new ranger on an old grazing district lacking drift fences and needing some badly. One single-track permittee, noted for hanging to an idea like a bull pup to a bone, originated (?) the plan for a short fence in a very strategic location and began pushing it. The other permittees were lukewarm on all drift fences, but they figured it would be easy to leave the gate open or tear down a few panels. There wasn't any money, but poles were handy and the originator of the idea had a lot of old wire. Besides, they had not seen the ranger do anything except climb telephone poles and ride a horse.

Everyone turned out, like to a picnic, but a lot forgot their axes and pliers. John happened to think about taking several extras of each and at noon made a pot of coffee that was regular cow camp

stuff. Without being very obvious John gradually assumed direction of the work. He knew some tricks on construction, learned elsewhere, that most of them had not seen. The fence was a success; saved all of them a lot of late riding and the next year the ranger had to apply 'reverse English' to avoid cutting the district up into pastures.

Franklin's principle is fairly dependable. Much depends on the favoree: The astonishing thing about it is that it works, when you would gamble that it wouldn't. Its reaction must vary quite widely on different people, but it often gets desired results. Many of us have stumbled onto it in desperation or jokingly, when we were about ready to give up, I expect, and received a real surprise. That is likely to happen with chemical mixtures that we do not understand. It is more dependable where the opposition is to an individual's principle and the favor is personal and not connected or only distantly with the principle.

The broad application—to obtain interest through action or financial support—is fundamental and almost infallible. It is nearly impossible for one to act physically, even to the extent of signing a check, without an attendant mental reaction nearly parallel or at least not perpendicular to the line of the physical action.

There is undoubtedly much technique of cooperation which can be reduced to principles and learned. Possibly also much of the art of its application can be learned, largely by absorption, but those who have the "knack" will become the real artists, if given the opportunity.

H. E. French

Pueblo, Colorado

1. Cooperate means to work jointly. In the Forest Service we have heard the term used so much and applied to so many jobs and situations that sometimes we are prone to think that cooperation is the end we are striving for. In many instances we have been the cooperators to the detriment of our own work. In discussing this subject with a Ranger who himself had been very successful in enlisting cooperation on his own district, I recited the case of a man who was so imbued with the possibilities of cooperation that he had allowed himself to be loaded with much outside work, making his job heavier than was necessary. The Ranger remarked, "That is not what I call cooperation. Cooperation is where you get outside people to do your work for you", showing that he had at least the idea of worth while cooperation. Before undertaking cooperation, a very definite objective should be in mind. Fundamental principles are the same in training people outside our own organization as within. Of course it is apparent that application of these methods must be somewhat more flexible in order to adapt them to individual cases.

2. I am sure that the Franklin principle is really valuable if properly used. It can be seen that it must not be used too frequently on the same individual or unless there is some real excuse for asking the favor. It may be used where contact has established a community of interest or where a person is led to believe that he is doing a service which he only can do. Requests of this nature should be made at an opportune time. Tact and good taste must govern the employment of this principle. It used indiscriminately an undesirable re-



action will doubtless result.

3. Cooperation cases should be handled along scientific lines. This means that a technique may be applied, the principles of which are sound. This being true, handling cooperation cases may be learned and is a proper subject for training. The proficiency attained by an individual depends upon his natural aptitude as well as the thoroughness of his training.

**J. V. Leighou**

**Hot Sulphur Springs, Colo.**

The principles and methods of training on the job apply to training people outside of the organization as well as to those in the Service. A large part of our fire cooperation is secured by making use of local people in our organization. I have consistently called on the local sheriffs when fires were reported to have them look them up, even though in some cases I was not depending on them because I knew that they had not taken any interest in the past.

The principle stated by Franklin is one that can generally be depended on to work. It frequently happens that you can ask a personal favor of a man that he would not do if approached from a Service standpoint but will do it if approached from a personal standpoint. Once he has gone into action he usually gets the Service standpoint.

The technique can be learned but still the one with the natural knack will get the better results for there is more to it than just the technique.

---

**Frank J. Jefferson**

**Libby, Montana**

The principles of training on the job apply at least to the extent that some study of facts must be made and a clear decision reached as to just what we desire in the way of cooperation, before asking cooperation. It is a waste of both your time and that of the other fellow to ask for cooperation on a half-baked project or to ask for cooperation on a variety of things all at once.

I am convinced that right now forestry advocates are to a large degree defeating their own purposes by failure to center thought on but one or two major items—effort is scattered over too many things—cooperators become confused and at times conflict with each other and forestry loses thereby.

---

**C. P. Fickes**

**Missoula, Montana**

The lesson expresses the situation and the proper handling of it very well. I believe that Franklin's principle is particularly applicable and that its use should be made a part of our training program. It would not seem to be a difficult matter for anyone to learn the technique of operation or the principle, although it is no doubt true that some would work it to better advantage than others. The ability to analyze a particular situation is not distributed in equal proportions among individuals. Where one man would be quick to see and use the principle in a case, another might not recognize the opportunity so quickly and so lose the chance to apply it. A large part of the

training program in the application of the principle should consist of numerous citations of actual cases such as those given in the lesson so that the trainee might find parallel cases to follow as models.

## L. F. Jefferson

## Sandpoint, Idaho

In this region there is too decided an attitude of indifference to fire danger and an evident inclination to capitalize for private gain the efforts of the Forest Service in fire protection. Future prosperity that may be assured as the result of growing continued crops of timber is lost sight of because of the immediate opportunity to sell services and supplies to the Forest Service for use in fire suppression at a profit.

It worked well for the business men so long as they were allowed to think in terms of others doing the job. An opportunity offered itself last summer to bring home to an entire town and a rural community that actual manual labor and losses far greater than any immediate profits confronted them.

We had at the time several hundred men employed protecting Government timber on a fire of large size, but on one side it did not threaten the Government but did threaten the town and many acres of farm crops then being harvested.

The officials of the town came to us for aid; we sympathized with them but could do nothing except suggest that every available man in the town and community be organized into a volunteer fire fighting organization to control the fire. We offered, however, to furnish a man to suggest where and how to build fire lines with this organization, and then left the leaders—the mayor and other town officials—alone to assemble the forces.

The crew was assembled, most of them business men or their employees from the town, and they succeeded in stopping the fire on the lines laid out by us.

It had two important effects upon the people of the community: First, it brought home to those people as no other method could have done, that every uncontrolled fire directly threatens the general welfare of the whole community, and that it was their immediate problem and responsibility to prevent them; second, it acquainted them with Forest Service methods of controlling fire, which was entirely successful. They now have a great interest in fire control and greater confidence in Forest Service measures of control.

My opinion is that it was both educational and a training project and that both principles applied. Getting them out there to combat a fire in all its fury was prompted largely by an educational motive, but the presence of the trained Forest officer to direct their efforts was training.

I think Franklin's principle can be depended upon and used wherever the individual is interested enough to oppose you. The situation characterized by absolute indifference would perhaps not respond to such a contact.

Part of the technique of politics is alertness in recognizing the existence of situations that may be capitalized in support of a cause, and further the expert politician becomes adept in the art of creating situations. It therefore holds that the technique of handling co-



operative cases can be learned.

**E. J. Fenby**

**Tacoma, Washington**

There can be no doubt that one's technique in enlisting cooperation can be bettered by giving thought and attention to it. Much depends upon one's sincerity, personality and his own unstinted effort to handle an emergency.

I do not accept Franklin's principle as being universally applicable. In dealing with individuals each case is a peculiar one to itself for individuals are peculiar. Any arrangement to be permanently satisfactory must be to the mutual advantage of both parties—"You scratch my back and I'll scratch yours." Compensation in fire cooperation may vary in its form; watershed protection to an irrigator, forage protection to a stockman, timber protection to a woodworker, it may be had in civic pride or in just wages for the ordinary citizen, but there must be some satisfaction or profit for continuing it.

Last Spring there was a fire in a sawdust pile which had to be extinguished before the fire season. The ranger could have simply served notice to the millman to do this and prosecuted him had he not done so. Instead, they discussed ways and means, the ranger volunteered to scatter the pile with explosives and wet it down with his power pumper. He repeated the operation several times before the pile was entirely extinguished and several days afterward explained to the millman the difficulty he had in getting enough help at times to suppress lightning fires. The millman said he would help. Lightning storms came and one of them just when the millman had a rush carload order half filled. He had been working overtime and on a shoestring. It was a most inconvenient time for him to close down, but he did it because he said he would and he made good his word at a financial loss. He shut down at five o'clock in the evening and marched his little crew all night long to reach a fire at 5 A. M., and controlled it before another nightfall. He favored the ranger once, and according to Franklin, he will do it again, and this he doubtless will, but it is improbable that he would have made the first sacrifice had it not been agreed upon beforehand and it is doubtful if he would have entered into the prearrangement had not the ranger gone out of his way to cooperate with him in the first place.

**Robert Munro**

**Flagstaff, Arizona**

The principles of training on the job undoubtedly apply to some extent in training people outside our own organization.

An example of this kind occurred a few years ago when a disgruntled stockman, who followed range practices common thirty years ago, was lined up by a Forest Officer who wrote up the permittee's own system of handling stock and his ideas, amplified somewhat by the ranger on salting and water development. This write-up was given publicity and appeared in one of the daily papers. It was copied by several papers in the State and the result was—ten new water developments, culling of the breeding herd, better grade of bulls and the range is now controlled by fence. The permittee has a much more valuable outfit and he is a friend of the Service.

It is believed that the principle, quoted from Franklin, has been used to some extent in our fire protection work. It was also used in several instances known of in securing data on outside ranges for use in our range appraisal work.

In using this principle it is obvious that the Forest Officer should be skilled in the job he is trying to put across. The technique required is gained largely through experience and it is not believed that undue stress should be placed on the failure of a Ranger to handle a difficult case—if he profits by the experience. Few of us have not failed at some time on a difficult assignment. I know of several such failures that were very valuable training lessons to me.

As stated by Supervisor Martin, if “a high sense of fairness and justice” is developed in the Forest force, they are not likely to go far astray.

---

**Andrew Hutton**

**Durango, Colo.**

About six years ago a ranger on the San Juan advanced the idea at a C. & H. Association Meeting that it might be a good idea to sheep larkspur areas on cow ranges in an attempt to reduce cattle losses. Had it not been for two or three men who were willing to try anything that looked logical or practical the ranger would probably have been thrown bodily out of the room. However, the idea began to grow, and within two years the start was made by putting a band of sheep on one larkspur area. The men gradually became converted to the idea. It proved successful in that losses of cattle were greatly reduced. The idea grew with stockmen generally not only on this particular ranger's district but over the entire Forest with the result that we now practice the sheeping of larkspur areas on C. & H. ranges on every district on the Forest. The ranger started the idea and the stockmen have carried it through by boosting it to others until today we have a considerable number of cow men who believe and know that sheep properly handled on certain areas can be a benefit rather than a detriment to them. This example is one of education rather than of actual training.

Two years ago a key man and several cooperators went to a small fire in the absence of the ranger. They cut the burning trees which they found and proceeded to put the fire under control. After controlling the fire they decided that although not entirely out it was so controlled that no damage would result and left it. The next day the ranger returned and the fire was reported to him by another party. He went to it taking the key man with him. The log had started burning again but had not spread. The ranger proceeded to totally extinguish the fire taking time to explain the necessity and stressing the idea of not only possible additional damage but also the idea of added costs due to return to the fire. He showed in detail just what was meant by putting the fire out, dead out, and got over to the key man the importance of completely extinguishing every fire before leaving it.

I believe that Franklin's principle can be depended upon and used in a large majority of cases. It is, however, not believed to be universally true for in some cases it depends on the man with whom



you are dealing and on your attitude toward him subsequent to his first favor. In a few cases at least favors are done with the idea that the doer has an axe to grind. It is not always done as a favor but rather as a lead toward a favor from you to him.

Naturally "knack" will help here as in other things but there must be a real technique in handling such cases that is possible for everyone to learn and apply to some extent at least. It seems to me that as in numerous other ways we have failed to take advantage of our opportunities. We often find a man who has it in for the Service and instead of making an honest attempt to convert him we proceed to forget about him, when we have an idea to put across, with the idea that he will not accept it and there is no use trying. We let him drift along as an enemy or a knocker even when it might be possible to approach him from an entirely different angle and gradually convert him to the other side and make him a real co-operator.

---

**W. R. Kreutzer**

**Ft. Collins, Colorado**

3. The handling of these cooperative cases has a technique and certainly can be learned. For as has been brought out in the lesson and this discussion, cases have been successfully handled by the methods discussed in the lesson and the supplemental reading in the Extension Service Handbook.

One of the most important things for us to consider is the "correct diagnosis of local situations" and then to determine just what is to be done to bring about the desired changes or results. Next, we should give attention to a plan that will include the details of how, when and where our program is to be put across.

We are coaching our men (Rangers) to train the public in a great many cases. This is being done in almost every timber sale; in special uses; grazing cases; forest fires, which include actual fire-fighting and other lines of service work. There is an opportunity for considerable improvement in the proper application of this technique.

---

**E. D. Sandvig**

**Miles City, Montana**

1. The principles of training people outside our own organization are the same as for those in the organization. In performing the job perhaps we will be inclined to be much more patient and thorough in our instruction with outside people than with the people in our immediate organization. We, perhaps don't make any greater conscious effort to be more patient and thorough with outsiders, but subconsciously our actions will be directed with the thought that members of the immediate organization usually have access to the same source of information and that it is part of the individuals job to display interest and dig out the facts for himself. In other words we subconsciously assume the members of our own organization are in possession of the fundamentals or the background. Our instruction work is often incomplete and we expect attention without creating interest. We don't expect to receive attention from outsiders without creating interest first.

Some years ago contact was established with the men supervising range management extension work over a large territory. Discussion with these leaders developed that their efforts were largely directed toward the animal husbandry phases of the livestock business rather than the forage production phases. These leaders keenly appreciated the importance of the forage production problems of the region and knew from their reading the evils of overstocking, unregulated spring grazing, etc., but lacked training in the particular job of managing forage resources aimed at the objective of securing sustained maximum production. A show-me trip was arranged over a part of the Forest and surrounding region. The party consisted of 14 county and railroad extension agents, representatives from the Bureaus of Animal and Plant Industry, a representative from the Office of Range Management and local forest officers. These men were shown areas on the Forest under intensive range management including spring pastures, breeding pastures, summer range and the effect of salt as a means of securing full utilization of forage distant from water and the effect of securing even utilization over all the units of a range, the value of division fences if properly located to secure better distribution of stock, permanent and temporary enclosures for measuring forage production each year, etc. In other words one of the more intensively managed units was dissected and its component parts examined to determine what makes it click like it does. The men were then shown areas on the Forest less intensively managed and large areas outside under no regulated system of management for purposes of contrasting practices shown to be good as against practices which show themselves to be poor. This training trip has been scheduled as an annual event by the men representing the agricultural extension services of two transcontinental railroads and the range livestock specialists of the State College. These men speak in terms of forage acres and cow months when talking range capacity now and they are in turn using their training to train their clientele in better management of the forage resource. To me it represents the same training I would get if an expert fire fighter took me in hand and showed me an expertly made attack and the results attained versus an untrained attempt. I would have something tangible to base my thoughts and action on.

2. There is a situation in every case where Franklin's principle will apply if the opportunity is grasped to use it.

Perhaps there is no surer way of gaining a man's confidence, cooperation or whatnot than appealing to his vanity, his sense of justice or his hobby. The most obdurate type will thaw out, lighten up and listen to reason if Franklin's principle is applied skillfully. I am reminded how an obdurate user becomes a friend because the Supervisor ate supper with him and contacted him frequently. In another case a man's hobby is race horses and questions tactfully applied never fail to thaw him out, although he never fails to freeze up later and it amounts to a continual thawing and freezing process with him.





1  
F76Pe

# PERSONNEL MANAGEMENT

A STUDY OF

PRINCIPLES AND METHODS

BY

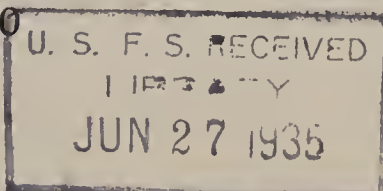
FOREST SUPERVISORS, U. S. FOREST SERVICE

TENTH LESSON

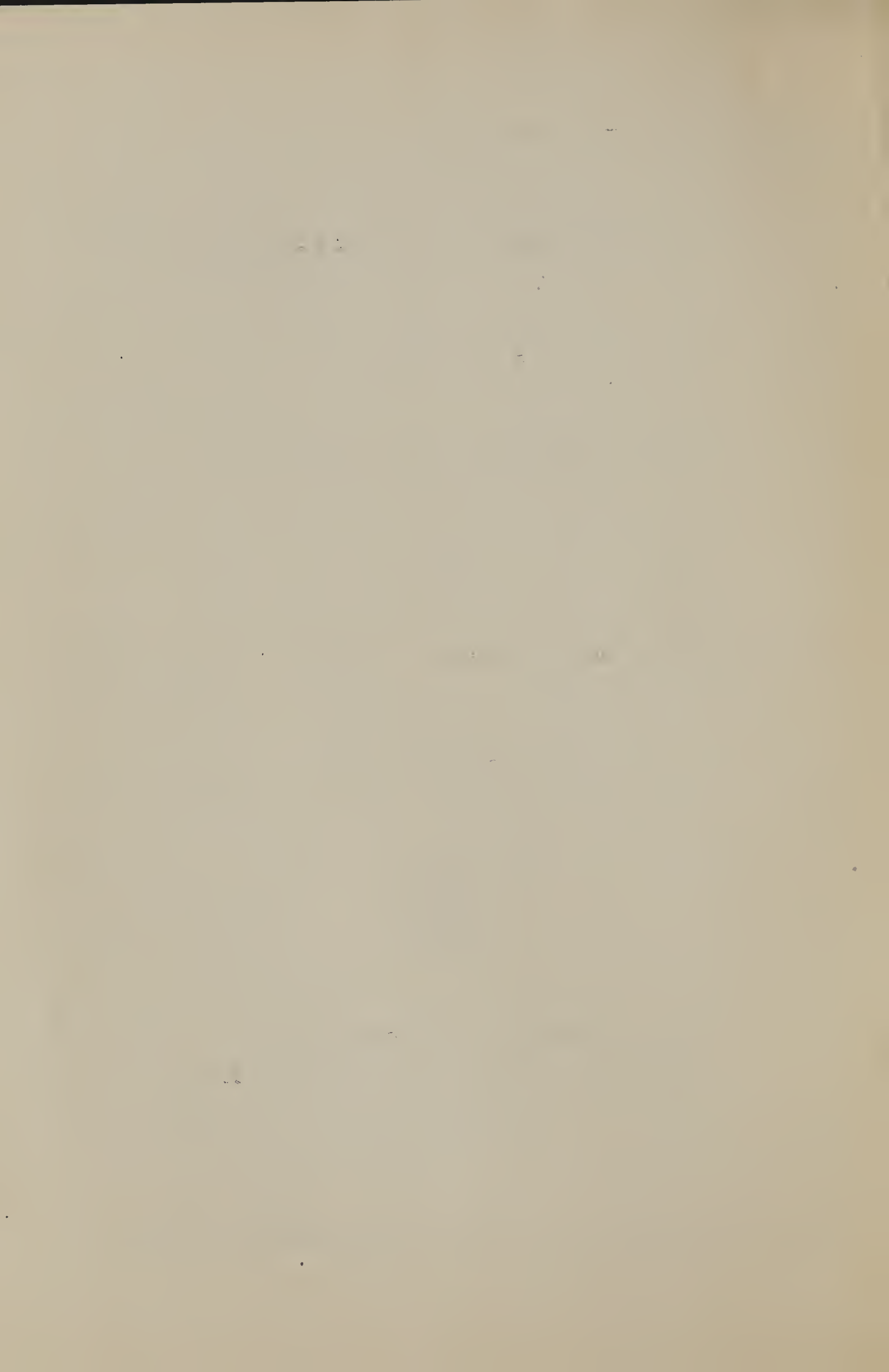


Discussions of this lesson should  
reach Denver not later than April 6, 1930

March 20, 1930







## PERSONNEL CONTROL

The subject of personnel control is very closely allied to executive control, discussed a year ago. The executive is dealing with and through his personnel and his control is essentially a control of men. However, this year we want to look at the subject from a new viewpoint and emphasize more the human relations element.

The necessity for control has always been recognized but the discussion of methods has been befogged by ideas, assumptions, and traditions inherited from the past. Psychologists have started with basic assumptions concerning the "mind", and hard-boiled executives who knew little of religion, nevertheless based their actions on traditions borrowed from religion. But that is too big a story for us to get into here. However, during the last few years business personnel research departments have been attempting to study human relations on the basis of facts alone, just as the physical sciences are studied. Not much progress has as yet been made. It is a difficult undertaking; old thinking habits are so strong that one cannot put them off and start in new just by desiring or even "willing" to do so. However, the executive who attempts to govern his dealings with personnel on this basis has started in the right direction for progress.

Personnel control involves such things as leadership, loyalty, and discipline, and while the literature on these subjects is limitless, from much of it you will probably get but little help. Discussions are filled with vagueness and generalities. They leave the impression that there is something intangible, supernatural, about it. This is a survival of the old belief that leadership was a "gift of the gods." Leaders were "different." After leadership has been analyzed through an analysis of what a leader does, it can then be defined and learned just as we now learn to play tennis or lay brick. While much remains to be done, any executive who approaches and studies the problem in this purely realistic, scientific manner will find it the most interesting study he has ever undertaken.

Also there are a few principles that while not fully understood yet serve as guides. One is that the executive should accept the responsibility for the actions of his men. If you put a good, well-broke, team on a construction job and it goes to the bad, becomes undependable and refuses to work, you blame the driver; you say it was a good team but a poor driver. On the other hand, if you put good, well-trained men on a job and they go back you blame the men—their attitude isn't "right," they don't take criticism "right," etc. Investigators are coming to believe that the two cases are parallel; that the man would take the criticism right if you gave it right; his attitude would be right if the "attitude" under which he works is right. Whether this is a hundred per cent true or not, it cannot be denied that the executives who accept this responsibility and criticise their own acts on that basis are the ones who are stepping out in front and are doing big things with men.

Just the other day I heard of another good ranger who is "slipping". He will have to go, I suppose, for he is not now doing a satisfactory job. While that feature of it cannot be helped, possibly it would help if we placed the blame with the executive rather than the ranger.

Probably the worst of the old ideas is the idea of right and wrong that



industry has taken over from religion. It has no place in industry and every year causes more trouble and dissension and hard feelings than anything else. The executive has no right, that is moral right, to boss or control or demand loyalty or anything; and the assumption of such moral right or the implication of moral wrong always causes ill-feeling and antagonism. If you make the acceptance of a reprimand tantamount to the admission of moral wrong you force the employee either to admit the wrong or to deny the justice of the reprimand. Few men will do the former, even to hold a job, but if they do, it is only outwardly and their work suffers. Even if there has been a wrong done it is usually best to stick to the facts of what happened and let the moral wrong speak for itself. The executive and the employee each have certain functions, certain jobs are to be done; either they are done or they are not. These facts are the only basis for discussion or criticism. If the work is not done to standard, the work should be criticised, not the man. Not only have you no "right" to criticise the man or humiliate him in any way, but it is not good business to do so.

And right along with this goes the idea, universally accepted, that wherever a number of people work together for best results there must be organization, discipline, and control. By organization we mean that the duties and responsibilities of each are clearly and definitely defined. By discipline we do not mean punishment but training, drill, restraint; that which holds each to his proper place and function in the organization; and by control we mean a system through which it is known that each one is doing his part. High efficiency in the organization requires that each member of the organization do his part; it also requires that it be known that each one does his part and that any laxness will be immediately discovered and corrected. Very few men have the strength of character necessary to maintain a high standard of efficiency under a regime of lax discipline. "Sloppiness in dealing leads to disputes, retaliations, and conflicts." Wherever there is failure in control, confusion follows.

Discipline where rightly understood is necessary but punishment is not. Our Manual says, "The purpose of disciplinary measures in the Forest Service is not the infliction of punishment. . . ," and that is as it should be. Punishment is another religious concept which men have taken with them into industry. It has no place. The idea in industry is to accomplish results; things must be done; the executive must get them done. All that he does is for that purpose. Punishment has nothing to do with it, but any executive act with a punishment motive will be reflected in poor morale and a lowering of standards. Tead defines good discipline as "that orderly conduct of affairs by the members of an organization who adhere to its necessary regulations because they desire to cooperate harmoniously in forwarding the ends which the group have in view and willingly recognize that to do this their own wishes must be brought into reasonable unison with the requirements of the group in action."

There is one other thing which it seems to me is worth considering. I refer to those annual personnel conferences. The Manual says, "If an employee's work is not satisfactory, at the first opportunity the administrative officer should discuss frankly, etc." This is one of the most difficult jobs that an administrative officer has to do, that is, difficult to do so as to get corrective results. The best time for the discussion of poor work is on the job where there can be no question as to facts, and where it is

easy to keep away from personalities and focus attention on the work. But sometimes the formal interview is necessary, and when it is, how can it best be done? It doesn't help results to alibi a poor job by saying, "He didn't take it right."

In fact this subject of interviews is so important that the "Research Bureau for Retail Training," University of Pittsburgh, made a special investigation of the problem. The technique which they developed is the property of the cooperators who put up the funds for the study, but some of their conclusions have been made public. (Published in Personnel Journal).

Their study was made in retail stores, where conditions are about as different as possible from ours, but it is said that human nature has many things in common wherever found, so possibly you would be interested in some of their conclusions.

First, from the study of conditions as they found them, their conclusion was that "unless handled with the utmost care," they "may result in far more harm than good." Another is that the interview must be carefully planned with that particular individual in mind.

They formulated eleven difficulties that the plan should have in mind and be prepared to overcome. Among them are the following:

1. Lack of interest and good sportsmanship on the part of the sales people.
5. Danger of hurting the older employees, who feel that they have worked tremendously hard and loyally for the store.
8. The defense tendency and the habit of presenting an alibi.
10. The feeling on the part of the salesperson that he is right because he made a good bonus.
11. Giving constructive criticism without having the salesperson think that he is being criticised unfairly.

The following are some of the things listed as characteristics of successful interviews:

1. It should give definite, concrete help for correcting weaknesses indicated.
2. It should encourage the salesperson to correct his shortcomings.
5. It should be handled by a person of maturity.
6. It should show the relation between a poor rating or report and poor results obtained.
9. There should be an understanding on the interviewer's part of the conditions under which the salesperson works.

The interview itself must be concrete, short, and have teaching value, yet, if it is to have any value, the salesperson must have an opportunity to express his grievances and offer his alibies.

The following are a part of the general rules which should be observed:

1. Remember that the aim of the interview is not to reprimand but to encourage the salesperson to increased effort.
2. Find out all you can about the salesperson before interviewing.
5. Be sure he knows exactly what he should have done.
8. Be sure to point out the good points of the rating or report and commend the person on them.
9. Attempt to determine the cause of the weakness or poor service indicated.
12. Terminate the interview on a pleasant, encouraging note.



The technique of interviewing is divided in each case into three phases: preparation for interviewing, the interview itself, and followup.

This outline contains no ideas that are new to the Forest Service. It illustrates, however, the importance attached to the subject by others and the detail with which it is being studied. It illustrates further the importance that is attached to securing and holding the right mental attitude of all employees, and that this right mental attitude includes the recognition that only high quality work can or will be accepted. While infinite pains are taken not to hurt the employee's feelings, yet this did not lead to letting up at all on standards.

The Western Electric Company has been experimenting with an entirely different type of interview. (See February number of *Personnel Journal*) Instead of Management criticising the worker, the worker was asked to criticise the Management—not exactly that; they were encouraged to discuss the things they liked and the things they disliked in their working environment. They were not confined, however, strictly to their “working” environment but encouraged to tell their troubles in general. The interviews were strictly confidential. No supervisor, of course, interviewed his own men. As a result both the quality of the work and the quality of supervision has been improved.

This is just another example of Management's new attitude toward men. Management is required to maintain high quality standards. It realizes that it cannot force men to give their best. Since it must maintain the standards it is trying to find some other way.

And after all isn't the system pretty generally followed by college teachers, fundamentally just about all there is to it? Do you remember the time the Professor called you up after class one day and told you that your daily average was only 65; that your grade on the mid-semester quiz was 55, and that 70 was a passing grade? He listened to your alibi, accepted it in the spirit in which it was given, said he was sorry, but that the grades were of record and the 70 requirement still held.

But suppose there had been no 70—no definite, clearly understood and recognized minimum standard of accomplishment—and no definite records of what was being done? Would you have accepted in the same spirit his statement that your work was unsatisfactory? Or suppose he had let you argue him into raising your daily credits to 85, and on the basis of your explanation of what you meant to say and didn't, have raised the quiz grade to 65? Is it probable that encouraged by this new rating you would have gone out and done better work? Classes where such things are done soon become demoralized and even the best students do poor work. Or if the students do not recognize 70 as a legitimate minimum standard it may have the same effect.

And briefly doesn't the thing the teacher does indicate the essentials of good executive leadership in industry? He first knows definitely what he wants done. He explains or illustrates just how he wants it done. He keeps a current check of what is being done; he establishes in advance an understandable idea of what the minimum requirements will be and why this minimum is necessary; he also attempts to get the student to recognize the minimum as reasonable and necessary, and in general an advantage to the students themselves. Then he stands by the minimum. All of this is not always easy to do—sometimes cannot be done a hundred per

cent—but the executive who sincerely attempts it will surely make progress, and like many other things we have discussed, it is being done to a considerable extent by Forest executives.

Just one other thing: This putting of personnel relations on a strictly factual basis may at first thought seem cold, hard-boiled, or inhuman. But it is in fact the most human, or humane, basis possible. It means treating people as they are and not as you think they should be. The peculiarities of my personality are some of the important “facts” with which my boss must deal, and the fact that the Creator bungled the job and turned out a poor product does not excuse him or give him any license to criticise the Creator or blame me. The facts are as they are, and the demonstration of real ability comes from getting good results with the material at hand.

### **Suggestions for Discussion.**

1. On Page 40-A, the Manual tells us that once each year we must review the work of each employee and decide that it is either satisfactory or unsatisfactory. “Satisfactory” is an indefinite term. No one’s work is 100% satisfactory. G work is good, PR work poor, etc. What standard will be acceptable? Can the meaning of “satisfactory” for the total job be made definite, uniform, and understandable in advance to all parties concerned?

2. The technique of writing a personnel memorandum: Is there such a thing? Are there good and bad memoranda? If so, what makes one good and the other bad?

3. Any other feature of personnel control.



Job No.	376	
Date	3-12-30	
Ordered for	D-2	
No. of copies	300	
No. of impressions	1200	
Cost:		
Labor	3	15
Overhead	1	46
Stock		94
Illustrations		
Plates		
Other	5	20
Total	10	55
✓		
Printed by P. H. ...		
...		

F 76 On

## DISCUSSIONS LESSON TEN

R. A. Zeller

Ketchikan, Alaska.

To my mind the first essential to effective personnel control in the Forest Service is a clear cut assignment of authority over and responsibility for certain personnel with resultant sense of responsibility of that personnel to the proper position or officer. Dilution of that sense of responsibility by methods of dealing on the part of inspectors or official superiors from outside of the administrative unit is poor practice. It seems to me that the classification of a man's services as satisfactory or unsatisfactory, is a matter of judgment on the part of the Supervisor or other administrative officer, in the same way that it is in the class room in many subjects, even where a passing grade of say 70 is set up as a definite point to reach. I do not think that the setting of such a final figure is desirable in the Forest Service. Percentages of perfection should be used as a guide in gauging the quality of work of the personnel along various lines, but in the final analysis the rating of the man is a matter of proper judgment on the part of administrative heads, training those men in the adequate and fair gauging of services is of great importance.

Preparation of memoranda covering the services of personnel which are based upon isolated cases of poor performance following a loose and sporadic control and contact with the personnel beforehand do more harm than good. An administrative officer owes it to his men to follow a consistent and helpful practice in personnel matters, rather than to ignore, overlook or fail to call attention at sufficiently frequent intervals, points needing correction. Frequent informal discussions of weak points, or errors in practice, with fair memorandum record of such discussions and a consistent and open-minded follow-up should be the aim.

---

Warren T. Murphy

Los Angeles, Calif.

1. As the lesson states, the annual interview that the forest supervisor must have with his men in regard to their work, is one of the most difficult personnel tasks that he must perform. The difficulty of the task is greatly increased by the fact that up until now we do not seem to have had really adequate standards upon which to base quality of work performed. Too much depends upon the personal view of the supervisor toward certain jobs and as a result there has been a great variance between different supervisors in what they demand. As a result of this situation personalities have been the basis of these annual interviews rather than the actual job, the performance of which, according to the lesson, should serve as our talking point.

Since personalities have played such a large part in our personnel interviews in the past there has been a tendency for forest supervisors to pass up these annual interviews and let things pass until they were forced by bad conditions to take definite and usually

U. S. F

JUN 27



very stringent action. The introduction of universal work plans with attendant standards offer us a solution to the problem raised by P. K.

In some of the past lessons we have mentioned various uses for job standards but no one use is more important than that of gauging the quality of work performed by members of the forest personnel. If we will build up adequate job standards based upon the proper performance of the different jobs that we are called upon to do, we will soon have at our command a measure by which we can tell whether or not a man is doing his job as it should be done. The term "satisfactory" in itself is indefinite but with definite standards to which it may be linked it becomes a tangible thing which may be previously agreed upon and understood by all parties concerned. In making the word "satisfactory" cover the entire job we must do one other thing that was discussed in the lesson on job analysis, namely, we must take our various job standards and specifications and put them together again to form the complete picture and the relation of one task to another must be determined. With these job standards set up and with the complete job built up from its component parts and standards we have a definite talking point for the annual personnel interview and a talking point that is factual and removed from personalities which have proven to be a stumbling block in the past.

2. Since Mr. Tead has pretty well shown that there is such a thing as the technique of leadership it certainly follows that as concrete a thing as a personnel memorandum must require good technique if it is to accomplish its purpose without creating ill feeling. We all know that good and bad personnel memoranda have been written and that bad memoranda have given rise to many disagreements and caused the work itself to suffer. One of the most patent errors that has been made in the writing of personnel letters has been that the writer wrote the letter in the heat of personal temper and allowed this to introduce personalities. We should by all means refrain from writing any such letters until we are in a cool and level headed frame of mind and can write the memorandum on the basis of the facts and job involved and not the man. A personnel memorandum really should command as much thought and require as much care as an interview because words written on paper present a harder aspect than spoken words and the recipient many refer to the letter from time to time with a mounting sense of injustice. We should apply the suggestions made by the Research Bureau for Retail Training and mentioned by P. K. in the lesson and also those made by Mr. Tead on page 109 of that reference. By all means we should be constructive in our criticism and avoid any semblance of a "bawling out" in our memoranda.

---

F. B. Agee

Sheridan, Wyo.

1. Notwithstanding the progress which has been made by the Forest Service in establishing standards of performance, the term "satisfactory" work is still an indefinite term and to a large extent a matter of opinion. Even among specialists in the same line, there is difference of opinion as to whether or not a particular piece of work is satisfactory; or if not satisfactory, just how unsatisfactory.

The present Ranger work plans based upon an analysis of the job set up rather definite local standards as to quantity, but not so definite as to quality, and I understand there are still wide regional variations in these local standards.

I think, too, this is one of the difficulties in getting satisfactory performance. It is not always possible to give the individual a clear idea in advance as to just what is "satisfactory" performance of the job; as to just what is "satisfactory" quality; as to just how far he should go in sacrificing quantity of work in striving for quality, and vice versa. Consequently, we do not always give him a definite target at which to aim.

The work of the Service covers a wide range of activities, some of which are difficult to reduce to definite standards of performance, and even with the remarkable progress being made along this line through study and analysis of individual jobs, we are still a long ways from reducing the meaning of "satisfactory" for the total job to definite, uniform, understandable terms. It is believed that it can and will be ultimately reduced to fairly definite terms.

2. I would say that there is a great deal of technique in writing a personnel memorandum, and that it requires equally as much thought and tact as the personnel interview discussed in this lesson. Also, "unless handled with the utmost care;" it likewise "may result in far more harm than good". If it leaves the recipient discouraged or feeling that he has been unfairly dealt with, generally I think the purpose of the memorandum has failed. A good memorandum should bring out the unsatisfactory phases of his work, but leave him encouraged rather than discouraged. I think sometimes the fault is due to not going over matters thoroughly on the ground and coming to a definite understanding as to the facts before putting them in the memorandum. I believe, however, one of the most common faults with memoranda which do not give the desired results, is nothing more than the ordinary human tendency to overstate conditions when not dealing with definite tangible facts. If we have a dry summer, the natural tendency is to state that it is the driest we have had in twenty years; if we have a cold winter, to say it is the coldest in thirty years, etc., and there is sometimes the same tendency to carry it into memorandum writing, particularly if the facts are fragmentary or the matter discussed is difficult to reduce to definite facts.

The difficulty discussed under Topic 1 of getting the job reduced to definite, clear-cut standards of performance also enters into it; but even with the lack of such definite understanding in advance, I do not believe that memoranda which confine themselves to definite, impersonal, clear-cut statements of understood facts, ordinarily leave a feeling of resentment or unfairness.

---

L. F. Cottam

Santa Fe, New Mexico.

I went on a ranger district with practically no previous training and with two principal things uppermost in my mind: to make a sincere effort to do the work to the best of my knowledge, and to please everybody in so far as I could in accommodating their wishes, for instance, if a man wanted some trees marked tomorrow I did not



hesitate to work twelve or fourteen hours today to accommodate him—result—I worked hard, did please the permittees but it kept me jumping from place to place and made it necessary to put in long hours and I didn't accomplish what I should have.

An inspecting officer came along. Apparently he saw what was going on immediately. He spent a few days with me, made a dairy analysis and confirmed his first impression. After he had the record on paper he casually broached the subject somewhat in this way: "Your diary analysis indicates you have been putting in long days and you have been kept awfully busy! Your permittees seem to like you even though you do enforce the regulations. Do you think it is so necessary to please the permittees? Haven't you been letting the permittees direct your trips instead of you directing your own, etc.? Don't you think you might get just as good results by planning your trips, cleaning up several jobs on one trip, thereby cutting down travel and making it easier for you?" These questions naturally lead to a general discussion. It is needless to say what this talk did for me. He started from the right end, his first question made me feel he knew I was working hard, the rest came out easy and natural. Supposing he had said: "You are putting in too much time traveling, you'll have to cut it down." Had he, an entirely different result would have been secured. My first thought would have been of resentment for I had been working hard, trying hard, and the only reason I hadn't accomplished what I should, was because I didn't know how.

That confidential talk, that advice, has stuck and will stick, I am sure, all through my life and has been a guiding influence in all contacts with people.

The following phrases quoted from Chapter VII "The Technique of Creative Leadership" expressly voice my sentiment in dealing with personnel.

"Leadership can be effective if only the leader knows how to get the environment to help him to bring pressure in the right way to yield the right response."

'Have faith in people. The fact that people respond to confidence imposed in them is a familiar truth which the leader must apprehend.'

'The particular thing that distinguishes leaders is the special quality of their attitude toward those whom they lead. They are interested, sympathetic and like people and must have positive affection for people.'

'The leader must know how learning takes place.'

'One particular feature which inspires when a leader uses it discreetly is explicit appreciation of good work. Appreciation energizes and stimulates in a way that executives rarely realize.'

---

W. G. Weigle

Seattle, Wash.

The lesson says:

(1) "On page 40A, the manual tells us that once each year, we must review the work of each employee and decide that it is either satisfactory or unsatisfactory."

Don't we know it and how we hate it. This procedure is easy

to carry out with the officers of outstanding capabilities or even those with average records but when it comes to the officer who is doing the best he can, is loyal, but not capable and the man whose physical or inherent defects places him below the "satisfactory" line for certain classes of work, it is a most disagreeable job and does more harm than good and the Service certainly is not abreast with the best thought of the day to maintain it.

Some years ago, the Supervisors had to face this undesirable job every six months and this is still true with the clerical force. One Supervisor was called on the carpet for his delinquency in not having the stated review every six months with one of his men who was guilty of not having a good personality, an inherent defect which time had proved incurable, yet our regulations made it obligatory that he be hauled over the coals every six months and told about it and given the information that his services were not "satisfactory", all of which helped to humiliate the man and make him a less satisfactory officer than he had previously been.

The term "satisfactory" is an indefinite term and valued very differently by different people. It is very doubtful that its meaning can be made uniform and understandable to all parties concerned. There is nothing else quite equal to a definite standard to tie to when reviewing the work of a forest officer, consequently the opportune time to review the capabilities of a man is usually on the job. One of the most important things the Supervisor should keep in mind in reviewing the work of his men for quality and quantity rating is that a proper attitude of the worker is of great value in helping the men do their best, and every effort should be put forth to retain this condition when secured and to develop it in those where it is not evident.

The lesson gives out the thought that all the difficulty relative to unsatisfactory service rests with the executive. In other words, if the Supervisor has the proper qualifications as an executive or leader, his men will all be satisfactory. Without doubt much improvement can be made along this line but to develop such perfection in our supervisors would be placing them in a class not provided for by our reclassification experts.

---

E. D. Sandvig

Miles City, Mont.

1. Perhaps the greatest weakness of personnel control now is the fact that considerable cloudiness surrounds the term "satisfactory". What may be satisfactory to me may be entirely wrong to somebody else, and still we receive our guides to performance from the same source. I once found myself in the above sort of a position. I had carefully read all of the instructions and standards relative to properly salting a cattle range prior to making an inspection of the range with the ranger. My idea was to measure his accomplishment against these standards. I thought I did the job carefully and at the end came to the conclusion that the ranger had met every standard set up and in addition had done a very fine piece of work in winning the hearty cooperation of the stockmen in carrying out his plan. I complimented the job in glowing terms of praise, but imagine my chagrin when I learned that my superior officer had been over the



same range and reprimanded the ranger for the rotten performance and results of his efforts at obtaining proper salting! My ears were flattened out considerably and I have shied at that word "satisfactory" ever since.

I can see no serious obstacles for devising a measurement for the term "satisfactory" that will be "definite, uniform, and understandable in advance to all parties concerned". Certain jobs like scaling are very definitely measured now and little difficulty is had in obtaining uniformity of results between check scalers. The outcome definitely indicates excellent, satisfactory, or poor work. The same is true of countless other jobs. Personally, I would like to see a chart or graph system devised which would be simple of application and would give a numerical result symbolic of the whole job. Perhaps with several independent measurements made by different persons, combined into a composite graph, a result entirely equitable to the individual would be obtained that would be as free of errors in human judgment as is possible to attain. Certainly control is a failure if there is nothing definite to tie to the term "satisfactory".

We are constantly applying some measurement to individual jobs but we never make an accurate summation of the whole job. Perhaps our whole basis for opinion is based on several insignificant jobs well done or poorly done and not on a definite measurement of all of the jobs.

3. I reached the conclusion long ago that no man is so perfect that he doesn't require supervision or checking up. I think this checking up process is welcomed by the majority of employees if done skillfully and orderly. Control either means a happy, progressive force producing its best or a force divided, discontented and spending its energy in combat.

Perhaps every forest officers has seen or has had contact with both kinds and wished that he could correct what appeared to be an intolerable situation created by ill-advised or ill-administered control or just a natural clash of personalities. It seems obvious that more attention should be paid to the measurement process to maintain a highly efficient, loyal and progressive force. My hope is that the proper tools will be fashioned from this course to give aid in cultivating the virtues of proper leadership. In speaking of the characteristics of man, I think no better summation has ever been made than in that oft-quoted statement: "As a man thinketh in his heart, so is he," and any changes that are made in him that are lasting must appeal to that source of thought.

---

T. T. Swift

Phoenix, Ariz.

Satisfactory, as I have understood the use of the term, was not intended to designate degree of perfection. If a Supervisor has a ranger that is capable, faithful, hard-working, gets results, does things, he is satisfied that he has a man that is doing satisfactory work realizing at the same time it is not 100%—nor does he expect to ever get a 100% ranger for they do not exist. No two persons think alike although they may have the same general objective. I have in mind a ranger who was and is considered satisfactory to the Supervisor but was regarded by one inspector as utterly hopeless and recom-

mended for separation. Later the second inspector rated this same man as the **top-notch** ranger on the Forest. No doubt the Supervisor increased the ranger's value between inspections but not to the extent of the difference. It is amusing to hear a group of five or six men argue pro and con about the qualities of a ranger. No two actually agree. If training should prevent this certainly there is something radically wrong with training.

Take for example the action of reviewing officers of a District Ranger analysis plan—no two agree 100%. One may consider an activity as planned fine while the second would rate it as rotten. Who is right, the reviewing officers or the man on the ground who worked out the plan to meet existing conditions? The effectiveness of the plan and the carrying out of the work is retarded several percent by the exceedingly wide difference of review.

Managers can, of course, be trained but the success of such training must have as a basis the fertile mind for such a position. Not all minds can be trained to managership. A successful manager finds no difficulty in reprimanding his subordinates for he knows each peculiar makeup of his men and acts accordingly. If he has not these faculties and uses a general policy for all, he is not only a failure but loses the confidence and morale of his organization. It has been said that morale has no place in our organization, nevertheless it is a vital factor and is so considered in all industrial organizations. I once knew a railroad superintendent who was very hard-boiled and after a severe reprimand never referred to the incident again. The men admired him for this and had much to do in raising the standards and morale on his division.

Training is intended to make experts in their particular line yet some officials of big organizations scoff at "experts." Mr. Ketker of the General Motors says that experts are people who are paid to tell them what they can not do and then they go ahead and do the thing that can not be done; that what they want is "intelligent ignorance". Mr. F. H. Ecker, President of the Metropolitan Life Insurance Co., says that most successful men seem to have a sixth sense, they follow no set rule of arriving at final conclusions but usually are right. I do not quote the above as an argument against training for I believe in it, but arguments both pro and con can be secured on any subject; therefore, minds of men in high positions do not by any means agree. Who is right?

---

C. J. Olsen

Richfield, Utah.

1. From previous discussions on the "Scientific Method," the term satisfactory cannot stand alone as sufficient evidence definitely weighing the work of an employee, unless a definite value is given to the word satisfactory and unless the accomplishments and the true merits of the employee are considered in their logical sequence and relative definite values given to each. The employee's work might be very poor, poor, fairly satisfactory, satisfactory, very satisfactory or excellent, or it may be somewhere between two of these terms. Definite values can be given these terms in percent or otherwise and they can be defined so as to be understood by anyone. The various elements from which an employee's value should be measured,



can be analyzed and a more accurate and fair method of rating employed.

No doubt most supervisors, and others in charge of men, consider their men very carefully before making recommendations, but with a systematic method in use the chances for error would be decreased and the record would be useful in connection with training programs as well as to give consideration and relative value to the ability and accomplishments of the men. There is some difference in the opinion of Supervisors and other executives. One executive rates the work of an employee satisfactory while another rates him unsatisfactory. The same man and the same work. The difference is not with the man but with the executive; the lack of a more definite measure of efficiency and net value.

Definite action should be taken toward the standard use of a systematic feasible method of rating efficiency that will eliminate, as much as possible, human error, and give the employee the benefit of a correct rating based entirely on his merits. The work to do should be fully and thoroughly considered and other factors such as honesty, dependability, initiative, etc., given relative consideration.

---

H. L. Borden

Glenwood, Springs, Colo.

2. Writing a personnel memorandum is a real job.

In going through the various rangers' files on office inspection trips, I have repeatedly ran across inspection memoranda from both my office and the District Office that still make my ears burn, and in reality I was ashamed of them. There seemed to be a spirit of destructive criticism running through all of them. All the bad features were brought out so strongly that what little good was mentioned barely seemed to register.

There is certainly an art in writing memoranda to bring out what you want to to correct conditions, and still not leave a bad taste in the mouth of the reader.

I remember not long ago a ranger telling me that as long as he had been in the Service, and that is a long time, he could never remember any inspecting officer saying anything good about his work, but they never failed to find and point out the weak points.

If we are to take seriously the discussion under Lesson 10, there should be an about face on memoranda, and I for one agree that such action is desirable. I know there must be some other way to put the thing over than to criticise a man as destructively as we do at times.

On the other hand, when one realizes that the ranger knows how to do a certain job and do it well, and then lets the operator accomplish a sloppy job of high stumps, marked trees left, brush, etc., it is hard to write a decent memorandum, but I believe we should, nevertheless.

However, by way of rebuttal to the above conclusion, which is merely "yesing" the conclusions reached by Keplinger, I am reminded that one of the worst memoranda that I ever read, by one of the District Office men, which almost resulted in the resignation of the ranger concerned, finally was the result of making him the top ranger of the Forest.

So it is difficult to say just what they should be; possibly that

depends on conditions and the man. I am still inclined to believe that the ideas you have advanced are universally the ones to use.

---

J. N. Templer

Butte, Montana.

3. "If the work is not done to standard, the work should be criticised, not the man." Probably I am just too darn dumb but for the life of me I cannot think of any effective way to walk up to a piece of poor work and criticise it to its face. It seems to me that it must be conceded that if we find fault with a piece of work the fault should be made known to the person directly responsible for the work. While this would not be a criticism of the man's cross eyes or red hair, it would certainly imply faulty administration or procedure. The sentence quoted above resembles the idea that surgeons should be absolved from all responsibility for the death of a patient providing the operation proves a surgical success. Perhaps so.

---

J. S. Veeder

Delta, Colo.

A personnel memorandum can hardly grade a man's work closer than poor, good, and excellent. Satisfactory then would be good or excellent. I have known teachers to grade pupils in reading by percentage—in one case I know of 97%. Percentage grading in reading can not be done without an elaborate preparation, which I question is practical. Only on work such as the construction of a building, the erection of a sign, or the construction of a telephone line for which we have definite instructions and standards can we measure work as satisfactory or unsatisfactory.

There are good and bad memoranda. A good memorandum should bring out the favorable as well as the unfavorable comments. For the unsatisfactory part a reason should be given to back up the statements. For example: The ranger asks for an allotment to build a temporary station. The allotment is authorized. The Supervisor discusses the building plan with the ranger. The only plan that exists was in the ranger's mind. Nothing definite is decided upon and put on paper. The building is erected. It is truly unsatisfactory to all. Who really is to blame for the unsatisfactory building? I would say no one but the Supervisor. It all simmers down to the facts that unless we train our personnel and have definite instructions and standards, we can not write unsatisfactory memoranda without shouldering the responsibility for the failure.

---

J. Raphael

Weiser, Idaho.

2. Like all things, there must be the one best way of writing a personnel memorandum, and therefore there must be a technique. Just what this technique is or may be or what form it should take I do not know. It will depend entirely on what sort of information is desired, and probably on the characteristics of the person writing it. It should be brief, yet that is difficult if the memorandum is to give enough information and data on the things accomplished and the manner in which the work is done. These memoranda must or should be true to the work plan or 'job analysis', but since those who



might review the personnel memoranda do not have access to the job analysis or probably would not have the time to read and study them if they had the access to them, it follows that at least some reference to the job analysis must be made in the personnel memoranda. I am also of the opinion that the different characteristics of the men for whom the memoranda are being written, should be taken into consideration in writing these memoranda.

3. I readily subscribe to the principle that the "executive should accept the responsibility for the action of his men", but if this is done fully, the executive is going to be darned careful about turning men loose on a job if he isn't certain that the men can do the job satisfactorily. That means possibly more and better training and we find ourselves just about where we started from.

I can not agree with the inference in the lesson that the subordinate employee is "always right" and that the subordinate employee did not do good work or his attitude was not what it should be because his boss did or said something in the wrong way. I feel that regardless of what personnel experts may think, it is just a bit unfair to the executive. Any such idea carried out fully to its climax would break down all discipline and personnel control.

---

Lee Kirby

Magdalena, New Mexico

1. In my opinion the statement "satisfactory" can be used; and at the same time can be qualified by discussion of specific items of the work that are expected to be brought up to a higher standard, with explanations of how that should be done. In other words an employee can be told that his work is satisfactory in general but that the quality of it can be raised still higher by strengthening certain elements, thereby increasing the degree of satisfactoriness.

2. It is believed that the writing of a personnel memorandum is one of the most delicate jobs among a Supervisor's duties. If an employee is to correct faults or laxness (which are a part of the make-up of every human), he must know of them; he may be aware of some of them, while of others he must be told. In my opinion anything in the nature of fault finding should be discussed with him personally before it is included in a written memorandum; and many trivial things can be left off there and not recorded at all. I think most men are appreciative of that system and will have a real desire to eliminate the need of recording them. On the other hand any meritorious or special work should be fully credited in writing. In the case of a man whose work is half good and half not good, I would devote about two-thirds of my memorandum to recognizing the good work and expressing appreciation for it.

If an employee can be made to feel that his Supervisor derives real pleasure from giving commendation for good work, (as is usually the case), that he dislikes to find fault and only does so for constructive purposes and for mutual benefit, then it is believed that the mere mention of the latter will have a "nuf sed" effect. In this way, a warmth of understanding will be established that will bolster up loyalty and that will help bring about the desired result of individual and Service betterment.

"Satisfactory" may be interpreted in two ways. One interpretation is that a man's work is passable; that he is "getting by". The other may be that the Supervisor is very well pleased and contented with the work a man is doing. The man who is getting by only must be studied, taken in hand and a definite effort made to bring about improvement in his work. In the second case even tho the Supervisor is pleased he must keep his rangers on their toes, their morale high, and strive to secure continued good work and improvement.

There is always room for improvement in quality or quantity of work. This is an acknowledged fact. A person cannot stand still. He either has to go ahead or go back.

Let us take the example of Ranger A who is trying hard and whose work is improving steadily. The actual quality or quantity of the work that he is turning out may not be as good as that of Ranger B. However, Ranger B is sliding along, coasting, not putting his heart in his work and in fact "slipping". We realize that both of these Rangers need attention. I believe that most of us will agree that the work of Ranger B would be classed as unsatisfactory, while that of Ranger A might be classed as satisfactory (not meaning of course that improvement is not needed and will not be striven for.) Ranger A needs further training in methods, needs his enthusiasm etc. preserved. The case of Ranger B, however, is a more serious proposition and requires more attention.

Too often good work in two or three lines of work overshadows shortcomings in other lines. If the shortcomings are such that no glaring mistakes show up they are more or less overlooked. A ranger may be an excellent "fire" man, a good grazing man, but poor in timber sale work. His work is not really satisfactory until all parts of it are up to an acceptable standard, and even then it is necessary to have him show sustained improvement. In the same way some rangers are good field men but do not keep up the office end of the job which results in wasted time for the Supervisor's office in checking careless reports, bills, etc., or completing incomplete reports.

Certain minimum standards of performance should be set in every line of work. These standards may be qualitative, quantitative and time standards. Then unless a man's work comes up to these minimum standards set in **each and every** line his work is not truly satisfactory. These minima can be set, can be explained, and discussed and understood with and by the ranger, can be set down in black and white for reference, record and specification to be used in doing the work and in inspection as well as using them as a measuring stick for rating purposes. In the discussion with the Ranger it must be made **clear** that performance short of the minimum standards set will not be considered acceptable. Thus the term "satisfactory" is made definite, uniform and understandable to the Ranger, Supervisor and staff and to the District Officers.

---

Clinton G. Smith

Athens, Tenn.

1. The personnel of the Forest Service ranks unusually well in the public esteem of most communities. I believe this is true because



the Service has maintained a consistent effort to improve the personnel. At the start a Ranger who was "sober and industrious" got by. We have progressed to the point where we take sobriety and diligence for granted, as well as a lot of other attributes and require that his work be "satisfactory." Behind this word is a lot of potent meaning, and striving for better things. We cannot review a Ranger's work as the base ball manager does the batting average and other averages of each member of his team. The successful manager of a team looks beyond the statical record of each man, if I am any judge of human nature. He must look to the cooperativeness and team play of every man and to the man's personality and popularity as a drawing card at the gate. He takes the tangibles and intangibles and decides whether his players work is satisfactory or unsatisfactory.

In our organization, we have chased too many "will of the wisps". One of them is the idea that a man can be rated accurately on a mathematical basis. In my own opinion, any man who has a job on which he can be given an accurate rating is occupying a job which does not really require even an attempt at rating.

To put it another way—no man on a job comparable to a Ranger's task, can be rated with precision. We are supposed to be able to distinguish between good and bad, between right and wrong. I don't see any difficulty in distinguishing between satisfactory and unsatisfactory performance until you get to the marginal line and then we are all more or less at a loss. Keep the terms we now have, until some one has something better to offer within the realm of reasonable appraisal of our jobs.

---

C. L. Van Giesen

Fort Collins, Colo.

2. A personnel memorandum should contain all and only commendation and constructive criticism already taken up with the man in person. There are many elements of personnel control in which many members of the Service are woefully lacking. Often we see Forest officers who are personally criticised and humiliated. Probably more often a man's work is criticised and he is not definitely shown wherein the work is wrong, and the necessary detailed remedial measures therefor. There is still a tendency to pass the buck in the matter of responsibility when cases turn out unsatisfactorily or disagreeably. In other words, there is a lack of official support which reacts unfavorably in dealing with personnel control. Also there are cases when a memorandum states that a man's work is fair (the indefinable degree of quality) and little or no space is given to show the man why the work is not very satisfactory. Personal conduct must be divorced from a man's work. In dealing with this type of personnel control, it is naturally impossible to be impersonal. However, when unsatisfactory work is being considered in personnel control, both the memorandum and personal discussion must be impersonal, courteous, free from biased consideration, definitely remedial in character, and full of encouragement to meet the desired, fair standards of accomplishment.

---

Ray R. Fitting

Thompson Falls, Montana

The observation that all men are different is probably in no way

so clearly emphasized as it is brought out when one is confronted with the problem of determining the degree of satisfactory performance attained by each member of the organization, during the past year, or for that matter, any period. Probably the best measuring stick available for determining how "satisfactory" is a clear and definite understanding and record of what should have been done, how and when certain things are to be accomplished by both the doer and the one who is to judge just how satisfactorily the job in general has been handled. It is not enough to know merely that some certain job has failed to receive attention, or that another has been handled badly. One must have had a very close contact with the entire scope of the activities being handled, and first-hand detailed knowledge and facts are essential before one can judge. There must previously have been established definite instructions, standards, and priorities of work. One must understand the characteristics and habits of the employee, but most of all, he must have a clear understanding of the work. In general, this must be gained by actual contact. Long distance conclusions are unsatisfactory, broad generalizations are dangerous and usually result in injustices. If the proper background is established, I believe it is fairly safe to say that a general "satisfactory" degree of performance can be definitely established in a mutually understandable manner in advance. Due to variable human elements, which must necessarily play a major part in each individual case, it seems rather doubtful that it is possible to reach or to require uniform production or accomplishment by individuals in all the various activities.

Personnel memorandums are seemingly a necessary part of our work. Some record must be prepared concerning certain phases of the work, which in many cases, have a definite bearing on the personnel of the organization. Personnel memorandums should in very few cases be prepared in advance of personal interview. In general, should be only a recording of definite facts or well-formed conclusions arrived at after due consideration of the matter.

Expressions of opinion not clearly backed up by definite clear-cut facts should be avoided since there is always a possibility of being prejudiced unconsciously, or creating a misunderstanding. Facts cannot very often be taken for anything except what they actually represent. If one is fair-minded, facing the facts once in a while does a lot of good. I think one's ability to write good personnel records depends largely upon one's aptitude for seeing and collecting facts, and then weighing and judging the data on hand with reference to the job. The written record should, I believe, in most instances, be tempered with discretion to suit each individual case.

---

Roy A. Phillips

Grangeville, Idaho

1. A man's work can be said to be satisfactory when he is putting forth a whole hearted effort to strengthen the weak spots in his job, and when he reacts to criticism in the proper manner by making worthwhile progress in his deficiencies. We know that the man who is making good in his job is always pretty well aware as to what his actual shortcomings are and is open minded and keen for suggestion to improve them and if given the opportunity will generally bring



them up for discussion himself. Most men like to unburden their minds and consciences to a sympathetic ear and they will generally move heaven and earth for a boss whom they can confide in.

2. Most personnel memoranda should never be written. If there are good ones I don't believe I ever saw one, although most men frequently write what they think is a good personnel memorandum. When a man first admits his shortcomings and expresses a desire to do better it is generally poor policy to make the matter subject for a memorandum as it gives the man the idea that you do not trust him entirely and must put yourself in the clear and at the same time put him on the defensive. He will lose some faith in you and perhaps some of his initiative and his response may not be as keen as if you had talked the matter over and let it go at that. On the other hand the executive must be able to judge between the conscientious worker and the one who is trying to slip something over. In the latter case it is imperative that something be put on record and the quicker it is done the better off all parties concerned will be.

3. Casting back over our experiences it is generally the real taskmasters in the way of bosses that we appreciate most now. The men who worked us the hardest and cussed us the most are strangely enough the ones that often stand out as the highest type of executive. It is probably due largely to the iron in their system that we lacked and have to some extent absorbed that brings about this conclusion.

**Alva A. Simpson**

**Miles City, Montana**

1. The usual method of rating an employee that has been heretofore used is unsatisfactory. It is almost as useless as our present Ranger rating scale and our personnel reports. I discussed personnel rating with the City Superintendent of Schools to see if it could be correlated with the system now used for rating a student. I have come to the conclusion that if we have a job analysis and a follow-up or accomplishment check that we can determine the degree of satisfactory performance in understandable terms. As an organization we are concerned primarily in accomplishment. It is not the occurrence of the fire but its prompt and economical suppression that concerns us.

I conclude there is just three steps to take in reviewing an employee's job:

- 1—Definite knowledge of the job (job analysis)
- 2—Accomplishment check (inspection)
- 3—Rating (by use of a predetermined scale comparable to that in use in the public schools.)

2. Personnel memoranda are after all largely inspection memoranda or follow up on accomplishment. Certain personal elements are not so easily handled, but personal shortcomings are best handled by a frank discussion—a written record of the conclusion and prompt action on any back sliding.

3. Personally I feel that one's personnel records can be easily modified to meet our needs if we will just have the initiative to study out a method logical for our type of organization. What we have now is the result of a lack of progress in comparison to other organizations. Only this year the local public schools put into practice a new method

Howard Hopkins

Cass Lake, Minn.

2. There is unquestionably a technique in writing a personnel memorandum. This question however depends greatly on whether the memorandum is merely a record of the man's work for the files or a record of the man's work to be read by or to him to enable him to make his work more satisfactory. It is obvious that greater technique is needed in the second case than the first.

There are very surely both good and bad memoranda. A bad personnel memorandum is one which raises a feeling of unjust criticism which results in discouragement and hence poorer rather than better work. It is usually characterized by generalities such as "shows poor spirit, does not cooperate satisfactorily, has given several instances of unsatisfactory work, poor judgment", etc. Not being tied down the statements cannot be refuted but at the same time not being tied down the ranger will usually be unable or refuse to trace them to the reason and will consider the whole memorandum unjust and only bad results will usually be accomplished. The good memorandum dwells on what is the most important work on the district in proper proportion with the less important, the work is criticised or commended with such comments tied to specific jobs in needed detail to bring out the point in mind. It conveys the thought of an absolutely impartial review as clearly as possible and shows that good work is observed just as much as poor. It creates a feeling of encouragement for those doing good work and a definite view of what can be corrected to make one's work more satisfactory. For those doing poor work it shows that his faults have been observed and that it is clearly up to him to show the reviewing officer either that he was mistaken in the specific poor work mentioned or accept it with the feeling that it must be done satisfactorily in the future or he must, as a natural aftermath, expect to give way to someone who can do the job satisfactorily to the reviewing officers.

3. I think we have all seen cases where a good ranger has been placed on a forest where he antagonized the Supervisor due to minor faults so that the Supervisor saw only the faults and none of the good qualities despite the fact that the good qualities may have been by far the most important for the good of the forest as a whole. Naturally in such a case either the ranger or Supervisor should be transferred but is it not now very difficult to find out about such conditions in the District Office? The ranger due to his sense of loyalty does not wish to complain of a Supervisor to a visiting inspector. The inspector often does not have time to visualize the true situation and forms his opinion from the Supervisor's opinion, which is of course upheld by the written personnel memoranda. Would it not be possible to have every permanent forest officer write a brief confidential report to the District Forester stating whether or not he desires a transfer and why, and also a brief criticism of the Supervisor and his staff. I can visualize the claim of "Induce insubordination", "lead to rangers spending too much time criticising rather than doing as told," which such a suggestion will cause. Frankly, however, is not the condition as first stated often true and what have we done to



change such undesirable conditions, with their resultant loss to the efficiency of the Service. If you have a better plan let us hear it. If not why not try this. An added benefit would of course be that it would give the District Forester much needed information for constructive criticism of the Supervisor or his staff which should accomplish much good regardless of the other major reasons.

C. P. Fickes

Missoula, Montana

There are a number of statements made in this lesson with which I am not in accord or agreement, either because of innate stubbornness on my part or just pure boneheadedness.

And another thing. My reasoning fails to appreciate or visualize any disciplinary practice which does not include punishment as a part and parcel of what happens if the individual fails to carry out his proper function. It can be called all the fancy, highfalutin names possible, but just as sure as death and taxes there is punishment—whatever form it may take—for failure or error in a line of action. It can and most assuredly should be sugar-coated and smoothly administered, but that won't change its effect.

1. "Satisfactory" is certainly an indefinite term. But are we not now building up a measuring-stick for this very purpose? With a careful job analysis of a Supervisor's or a Ranger's job and the consequent set-up of objectives to be reached in a given time, will we not have a suitable measure of accomplishment? It seems to me this is what we need and what we are getting.

2. A personnel memorandum should be well balanced. The faults and their remedies should be pointed out. The good work accomplished should be commended. The proportions of each should depend upon the individual, in fact there can be no hard-and-fast rule in the preparation of personnel memorandums. One person may need to be coaxed along, while another needs a tight line. That is where the executive ability and training come in. And I cannot agree with the statement, either, that leadership can be learned just like laying brick. Some have one talent, some another, and each excels in that activity for which he has natural talents. It is possible for one to understand a method and still be unable to apply it.

Fred Winn

Tuscon, Arizona

The Tenth Lesson on Personnel Control is one of the most interesting we have had. To my mind, personnel control is our outstanding problem, for of what avail are management plans, fire standards, work plans and so on ad lib, if the personnel—and by that is meant the rank and file—cannot understand, not only the reason for their being, but how to place them into effect? There is a possibility, however, that we are moving too fast and in this possibility lies our present greatest difficulty. The large majority of our rangers are individualists and no doubt the very nature of their work and environment tends towards individualism, and to the autonomy of the individual, a fact which, until recently, has been one of the Services' greatest assets. Lord spare us when we become an aggregation of "yes" men! Considered as a group, the rangers and "doers" are

equipped with a grammar school, or at the most, a high school education. At least in my experience, I should judge that 85 per cent of them probably did not obtain an education beyond the high school grade. Conceding their individualism and educational qualifications (and I grant there may be some dissent from this opinion) the leader should not be forced to get too far ahead of his rank and file (vide "The Technique of Creative Leadership").

At the risk of being branded a Bolshevik, a conscientious objector or what not, it does seem to me that we are a bit inclined to get too far ahead or to go too fast or to put it better, a tendency exists "to conceive policies and plans much more rapidly than they can be carried out all the way down through an organization". Is there not a probability that this tendency, more than the fact that your "good ranger" was "slipping", the real trouble, rather than the fault of the executive? Believe it or not, but there is a very general agreement out in the sticks, when one or two rangers get together, that there is being developed in the Service an autocratic management from above, in which the rights, ideas and interests of the individual are being gradually crushed under the heels of the great god, Efficiency.

As a leader, I am free to confess my particular job is to get the work done willingly "on behalf of an established purpose", but upon analysis, it is not so easy, especially when such an idea as that above described is prevalent in the mind of the individual. That the idea may be in error or is over emphasized, does not detract from the fact that it exists and creates an additional problem for the leader.

The energizer in leadership is all right and I am strong for it, but I have run across men and women too, and good ones at that, who work year after year with not one single affirmative mention by their executive superiors of the good work they are doing. None of that for me. I will risk those to whom "praise is a heady portion to be taken sparingly" and let 'em get on a praise jag once in a while, for in the long run it will do more good than harm and that does not imply, by a long-shot, that praise is required for doing well, the every day routine jobs which fall to the lot of most mortals. On the other hand, I have no sympathy with the policy of constantly harping on human faults and failures and never giving credit for the good which has been accomplished. As the lady mayoress said to the Prince of Wales "Prince, you said a mouthful" and this is applicable to your statement that "real ability comes from getting good results with the material at hand". Let us proceed with that statement as a standard.

After all is said and done, PK, who are leaders?. You can search me. Was Grant a leader? Recently I read two reviews of his character and ability. A distinguished British soldier says: "Grant maintained his direction by a most careful adjustment and readjustment between concentration and distribution of force—he never changed his controlling idea, though he frequently modified his means of action."

An equally distinguished critic and reviewer spoke thusly: "Ignorant, stupid, plebeian and uncouth, with the tastes of a village drunkard and the pathetic credulity of a yokel at a country fair".



The fact that our present day methods for rating personnel continue to require the use of the terms "satisfactory", "good", "bad", and others of similar nature is mute evidence that we are still pretty much inclined to employ personal opinions instead of facts. Just why we are still doing this, I don't know. Unless I am mistaken, it was fully six years ago, or more, that we matched "personal opinions" against "facts" in a series of discussions on Inspection, and "facts" won with a big lead.

It is obvious that the use of the term "satisfactory" leaves plenty of room for discussion unless "satisfactory" is defined in detail. In other words, that which would be decidedly satisfactory to a tolerant executive would be quite otherwise to one highly intolerant. Accordingly, as long as we continue to use the mere term of "satisfactory" to describe a man's work, then such conclusions are necessarily based upon personal opinion. And, when personal opinion is used to judge one man against another, we are doing the men an injustice; we are all humans, and, as such, are not infallible.

In brief, I can see absolutely no argument in favor of the use of "personal opinions" in the job of Personnel Management. However, this does not solve the question. If we condemn the use of "personal opinions", then we have got to find a substitute and preferably one that will enable us to judge a man on the basis of the "facts" in the case.

Going back to last year's course on Administrative Control and even back to the discussions on Inspection, we found in each instance that we must learn to "judge the man through results produced". We also agreed that, if you wanted a certain kind of result, then you also had to formulate detailed, positive, and concrete specifications for the work leading up to the result desired.

We have learned further that effective control would be possible through records and inspection with such inspection being nothing more or less than a direct comparison of the specifications with the results produced. It is entirely obvious then that the use of such methods would permit us to find the "facts" and to judge a man accordingly.

In summary, I think we are all agreed more or less that "facts" should be used instead of "personal opinions" and, likewise, that the method for getting at the facts is quite logical. As I see it, however, the proverbial monkey wrench in the the entire process, that which possibly leaves a doubt in the minds of some as to the practicability of the whole scheme, lies in the fact that we have not yet got that absolutely necessary set of detailed, positive, and concrete specifications for each and every job we've got to check in the course of a year or two. I am convinced in my own mind, however, that, out of the big group that have been "exposed" to the discussions of the last couple of years, certainly some one will "break out" in the near future and show us what a set of real specifications looks like.

---

Chas. DeMoisy, Jr.

Provo, Utah

1. Since, as the lesson states, the executive should accept the

responsibility for the actions of his men then it follows that the work of any employee should be considered unsatisfactory when and if the executive can no longer assume responsibility for that work. This standard must be an indefinite term, since men are different and excel in the handling of different lines of work. The executives, however, must be square in his appraisal of an employee and not show favoritism in rating the sum total of the qualifications and efforts of the men under him. If he does, the executive in turn will be found wanting and his efforts will be unsatisfactory to his superior officer.

In some cases it may be allright to place the blame on an executive if a certain employee has to go because of unsatisfactory work, but on the other hand the executive is equally to blame if the employee is "slipping", if his work as a whole is below the standard that the executive can assume responsibility for, and if the latter has done his part faithfully to get the employee to do satisfactory work.

2. In writing a personnel memorandum, or holding an interview, if preferred, the first thing is to review or check accomplishments and show explicit and generous appreciation of good work. This is something that has been neglected as much or more in the Service all along the line as in any organization. Then try to find and discuss causes of defective work. Any criticism should be square and definite and made of the work in an impersonal way, pointing out weaknesses frankly and giving definite instructions as to how to do the work properly. To avoid discouraging the man, they should close with a word of encouragement or of confidence in ability to make progress. If these methods cannot be followed then it would seem that the work of either the employee or of the executive was unsatisfactory to a point below the acceptable standard.

---

A. H. Abbott

Bozeman, Montana

1. It is rather difficult to work out any standard because of the personal equasion which is bound to enter. This is common to most large organizations as when one man is highly praised for work while a second man is adversely criticized for much better quality work. Again it is difficult to say definitely whether a man's work sometimes is good or poor. The true result may crop out three or four years later after the work is tested.

3. There is a real technique in the writing of personnel memoranda; the ability to say what is necessary; to take a firm stand; to put the ideas across in such a way that the subject of the memoranda will see the justice; the ability to make the subject feel that he is getting absolutely the same treatment as others; all these go in the making of good personnel memoranda. On the other hand no one will ever be able to write memoranda that some subjects will not resent. Any memorandum whose writer does not recognize the human element is bound to be detrimental in its effects.

---

P. T. Harris

Okanogan, Washington

The factors involved in fairly rating the work of rangers on even one Forest are well known. Based on definite results, on quantative and qualitative analysis plus personal qualifications, or on the exe-



cution of pre-arranged job and trip schedules, they leave much to be desired.

A man may follow his job and travel schedule without interruption and not deliver the goods. In fact, he might produce better results had his time been otherwise arranged. Quantity and quality of work done are difficult to define and compute. Personal qualifications are more or less of a side issue based upon personal opinion. Results depend upon working conditions, luck, priorities, exigencies and other factors.

Our objective is results—the greatest amount and best quality which is possible to secure. Priorities are to be considered. A good piece of PR work, a job that took days of planning and patient contacts, may be of more value than other work that it displaced. Overcoming some deficiency, administrative or personal, may be worth more than certain other accomplishments. It would seem that results, with a due consideration for priorities and circumstances, should be real basis for rating. The best and fairest way of expressing them is our problem.

The solution of this problem depends very largely upon inspection. Inspection is the basis of ratings however they may be computed and recorded; also the basis of training. Even an arbitrary figure based on intimate inspection should be worth more than the detailed ratings of activities not so inspected. Just how intensively and in what manner this should be done is a subject for further thought. It should, however, give due consideration to priorities and working conditions. The relative weights given to following the plan of work, personal qualifications, quantity of production in each activity, etc., are of less importance than a fair-minded valuation of the results secured based upon detailed knowledge of existing conditions.

---

Wm. L. Barker, Jr.

Munising, Mich.

Just a little thought and the frank and honest discussion of this question by all of us would go a long way toward solving a lot of our Personnel Management problems. I've spent all the time on both that more (?) "constructive work" would permit and allow me to get the lesson in on time, but I'm not through.

There is much that can be said on both sides of the question, but my make-up is such that I'm not satisfied with "satisfactory". If I am held to it I can't resist wanting to qualify it a little, at least, by fairly satisfactory, entirely satisfactory or barely satisfactory.

"Satisfactory" can be so defined that it would be understandable, but the definition would have to ride along with it like the legend on a map and if that is desirable, why not use the definitions instead of the word. I may say that a man's work is entirely satisfactory and mean that I would not trade him for any other man in the Service for that particular job. I may think that he would not be able to do satisfactory work in a similar position under quite different conditions.

Positions could be graded. We could say—to satisfactorily fill that position a man should rate 90 in G, 80 in PR, 60 in FM, etc., and does not need to rate at all in L. Another position needs a man who rates 95 in PR, 90 in L, 80 in FM, 85 in Fire, etc., and he does not

need to rate at all in G.

I think there could be technique in writing personnel memorandums and I expect there may be considerable. I've seen a little. Good writers characterize the personnel of their stories quite clearly. There are rules verging on formulae for characterizations and descriptive writing.

There are certainly good and bad memoranda. Some do not say what they should, possibly through the writer's inability to express himself clearly—or honestly. Others are so sort of non-committal that you get the impression (properly or possibly improperly) that the writer is trying to not say anything and you would accept the officer he is writing about, if at all, only with misgiving.

---

C. R. Dwire

Taos, N. Mexico

In personnel control, I believe the first thing necessary is for the subordinates to know that the executive is absolutely fair and is interested in his men, not only so far as their output is concerned, but also in them as men. To criticise successfully, the executive must know the general disposition of the individual whose work is to be criticised. One may require a hard jolt, while with another merely calling poor work to his attention would be sufficient. Before having the interview, the executive should be pretty well satisfied that it will be successful, as otherwise undoubtedly more harm than good will result. During inspections and interviews, exceptionally good work should receive praise as well as poor work criticised.

No doubt there is a technique for writing personnel memoranda; but if at all possible, the subordinate should be interviewed, and the memorandum simply cover the interview.

---

Ray R. Clarke

Gunnison, Colo.

No doubt the language in the Manual could be changed if thought desirable. We now have quite definite standards as to what is satisfactory and what is unsatisfactory. These standards are, perhaps not as definite as we would all like, but until we have worked out methods which have a larger degree of accuracy in measuring accomplishment and rating our men it would be unwise to fix an arbitrary standard for "Satisfactory". It is true that in fairness to the work and to the men, measurements of accomplishment and adequate records should be made and kept. They should be improved as rapidly as possible. All this can be done but it will take time and much effort.

There should be a technique of writing a personnel memorandum, and there are undoubtedly good and bad memoranda. A good memorandum will be absolutely unbiased, and will show all the facts considered from all angles. As quoted in the lesson, "The purpose of disciplinary measures in the Forest Service is not the infliction of punishment—". What we are striving for is the accomplishment of certain objectives, and in the personnel memoranda and ratings, the scientific measurement of that accomplishment.

Once all human behavior was accounted good or bad. The "good" included the pious, the proper, the conventional, etc. The "bad" included the heretic, the improper, the unconventional, etc. We must



be opposed to accepting traditional classifications and be concerned only with human behavior as it tends to accomplish or defeat our objectives. A great deal has been written in former courses about "redeeming responsibility". This is a good deal like debating philosophical concepts of equity based on primitive theology. What we want is to discover and compile the scientific laws controlling the situation. It appears to me very probable that our personnel records have followed the same lines as the so called "justice" of our courts. Both need to get away from the archaic but persistent superstitions and religious hypothesis. We should give no consideration to emotionally formed records.

---

**W. B. Rice**

**Emmett, Idaho**

I believe that we can approach a definite and understandable meaning for the word "satisfactory" for the total job by splitting it up into its component parts. The present method of annual memoranda classifying men as "satisfactory" or "unsatisfactory" is not very accurate or scientific. The use of such vague terms in classification probably indicates the use of more or less vague mental processes in arriving at them. It is true that we check performance against work plans for quantity and against field inspections for quality. However I do not know of any method having been devised for rating the results. In many cases under the present system it must be influenced more or less by the Supervisor's hobby. It would be interesting and might be enlightening to try out a percentage rating scheme with a definite figure as the dividing line between satisfactory and unsatisfactory. By dividing the job into a sufficient number of activities and giving the proper weights to each we should be able to get good results as well as a more careful analysis on the part of the rating officer. It would also serve automatically as a training outline.

A good personnel memorandum should be complete and specific and should cover both sides of the question.

---

**J. E. Ryan, A. N. Cochrell**

**Newport, Wash.**

3. There is too much "passing the buck" in personnel control and unsatisfactory results are not always traced to their true source. Failures of common occurrence are not anticipated and simply happen because the guiding policy was obscure or someone failed to have absorbed a full realization of his particular share of responsibility. We go to the extreme in fixing responsibility after the horse is stolen, but fail to practice in a similar degree of intensity preventive measures that would insure locking the barn door. Men assigned to special lines of work require particular attention and should be trained to improve their perspective in acquiring a realization that the Service objectives as a whole rather than their own particular objectives are the most important part of all jobs in the final analysis of attainment.

---

**L. F. Jefferson**

**Sandpoint, Idaho**

The lack of a satisfactory gauge to determine what constitutes

satisfactory work has to my mind somewhat voided the instructions appearing on page 40-A of the Manual.

In general, corrective measures follow some glaring failure rather than a variety of work all averaging rather poor. Furthermore, promotion follows one outstanding instance of good work too frequently, when the sum total of all work is rather ordinary. This will be hard to overcome except by a system of rating as outlined in the text accompanying Lesson 4.

There is a technique in the art of writing a personnel memorandum surely, and there are good and bad ones. The good one sticks to the facts, setting forth job accomplishment and leaving out personalities and minor details, while the poor one brings in personalities and trivial details that don't mean much one way or another, except to involve the case unnecessarily.

---

Wm. R. Kreutzer

Fort Collins, Colo.

3. As modern creative leaders, we will have to up-root some of our old habits. Lead and teach our employees how to do right work by acquiring right thought and work habits. All poor work will have to be discussed and corrected while on the job.

No Supervisor should become so involved in criticism that he loses sight of the fact that he usually meets his Rangers on the unfavorable side. He should never forget the value of encouragement and praise where praise is due.

To be successful as leaders we must be fair minded, we must be interested in our employees and their jobs, we must like our employees, have sympathy for them, and get them to realize the importance of the work to the entire organization.

The training methods, such for instance, as this course of study have done a great deal to bring Supervisors to the realization of the importance of the functions of the Rangers to the entire organization, and to point out the directions in which progress should be made.

Training conferences, such as was held in cooperation with the State Board of Vocation, Educational Division of Trades and Industries in connection with a group of Forest Rangers conducted at the Colorado Agricultural College this year are considered a decided step towards future progress. By this method ideas are subjected to mutual analysis, criticism and development by the group of Rangers present. This type of group leader conference makes for a higher and more democratic standard of group training. The old methods training usually were meetings where executives undertook to put over preconceived ideas and to give orders. The group conferences, such as was given at Fort Collins, in my judgment, brings about a better feeling among the Forest officers attending; it gives them training to think properly about their jobs; it teaches them to study the Ranger's work and the various duties connected with it. Training of this kind makes for greater efficiency, stimulates ambition for promotion, develops the Ranger's interest in his work, induces him to investigate, not only his own job but the jobs of those above and below his position, promotes loyalty to his associates and the Service as a whole and develops greater skill in the execution of the various jobs assigned to him.



E. G. Miller

Flagstaff, Arizona

3. I agree that the personnel conference, where the work or conduct of an employee has not been "satisfactory", is a difficult job. If such a "conference" is to develop into an affair or fracas where loud talk and much cussing are to be in evidence probably no useful purpose will be served. I have know of several instances where only hard feelings resulted. It will not do for the "boss" to start the conference with harsh words, or a condemnatory statement; the fellow who is "on the stand" should feel that the other fellow wants to be fair. The man whose work or actions are being discussed should be given the opportunity of presenting his "case". I can recall two personnel cases where men were "asked in" to talk things over. The "boss" expressed himself as being interested in finding out what was wrong and then let the men do most of the talking. Both men suggested before the conferences were finished that they deserved to be "fired". Both left the service without any sore spots and both are friendly to the Service today.

There are too many ex-Forest Officers who are "enemies" of the Forest Service because they feel that they were not treated fairly. They may exert a bad influence in a community. In some instances it is inevitable that men who leave the Service by request, or on their own motion, will be "sore", but it should be possible to see that the majority of them go out with good will towards the organization.

Frequently men who are in the work because they love the "game" get "sore" and stay "sore" because someone fails to use tact in handling a personnel conference.

Sensitive men can not be driven but may be easily led if shown the way.

---

Lewis R. Rist

Glenwood Springs, Colo

1. The determination of an employee's fitness must be based on facts rather than on suppositions and impressions, and the facts gathered from an inspection of all branches of work. To accomplish this, a standard for measuring accomplishment must be adopted and a grade established up to which each must measure to be considered satisfactory. Also an average satisfactory grade will not fully answer the purpose but rather a minimum grade for each major activity or branch is needed. Otherwise, an employee might have an average passing grade and yet fall below a satisfactory standard in one line of the work.

If such a scheme could be adopted much of the uncertainty as to what constitutes an acceptable performance would be eliminated, and at the same time each individual would know the grade or rating which he would be required to attain. This together with being informed of the rating given for accomplishment would enable a man to put forth an extra effort to strengthen his weak points.

---

R. L. Bigelow, M. M. Barnum, L. S. Smith

Nevada City, Calif.

2. There is decidedly a technique in writing personnel memoranda. Some do good while others are detrimental. No matter what

we say, some men are sensitive and others hardened to criticism. The memorandum must consider the man's nature, as well as the analyzed facts. Memoranda that are not based on analyzed facts as found on the ground and discussed first with the officer concerned, are dangerous. On page 3 the rules set down for interviews 1-2-5-8-9-12 are good rules to follow in writing a memorandum as well as in an interview. Based on these facts it would be constructive and tend to weld the organization into a harmonious, willing, integrated working unit.

(3) The whole aim of personnel management is, not to criticise but to kindle and evoke new and finer aims. If we could always keep this in mind in inspections, interviews and memoranda we believe we would be more successful as managers. The manager's ability to lead is determined by his attitude toward his men; his warm-heartedness, and his cool-headedness. He must enthuse his men to want to improve and see that their environment helps in the right way to yield results since, in a job like ours, enthusiasm is vital, and all must work in harmony with the same objective in mind.

---

J. N. Langworthy

Cody, Wyo.

2. We all know that some men can write a personnel memorandum in a way which jars all the way through. We know men who never seem to be able to criticise unless they antagonise. There is something which is lacking. Is it sympathy or is it something else? Whatever it is I honestly believe that there are a great many men who do more harm writing memorandums than they do good. There may be a technique for writing personnel memoranda but I doubt if it could be mastered by everyone.

Therefore, I suggest that the practice of firing long range memorandums from the vantage point of an executive office be discontinued, and as a substitute let the inspecting officer deliver the memorandum in person and give the one criticised a chance to explain, on the ground, some of the things which appear unsatisfactory.

The district officer should take notes during his inspection and have them typewritten. The Supervisor should be permitted to discuss the memorandum before the inspecting officer leaves the Forest.

The memorandum reviewing a ranger's work should be gone over with him by the Supervisor in person and any criticism fully discussed and an agreement as to responsibility arrived at. This system would take no longer than the present procedure and would get much better results.

---

E. J. Fenby

Tacoma, Wash.

The setting up of standards for accomplishment in various activities, preparation of work plans and use of inspection lists make for more uniformity in grading employees on the quantity and quality of their output. They allow of it being expressed with more accuracy in the form of ratings. The value of ratings as well as memoranda depends upon the keenness of observation and judgment of persons possessed by the reporting officer, it is farther influenced in the case of memoranda by his skill in making a true word picture. We now



submit three personnel reports annually, 1st Personnel Record with promotion recommendations, 2nd Personnel Rating, 3rd Personnel Ratings on clerical force and recommendation for promotion. It would be more convenient when one has concentrated on this subject to complete it all at one time.

The toughest personnel problem is with old employees of the cowboy and backwoodsman type, just the type the Service needed in the beginning, but now the changed conditions and modernized surroundings crowds them to keep apace with the times. Our salaries nowadays will command young men, well educated and alert, who can perform the work with more ease and efficiency than the old timer. Should a man who manages to get by, be replaced whenever a more competent eligible appears?

---

Paul H. Roberts

Holbrook, Ariz.

1. In probably each Supervisor or Executive's mind, there is a pretty definite determination of what that individual considers satisfactory work, but what one individual considers satisfactory may not correspond with what the other executive considers satisfactory, or what the man whose work is being reviewed may have set up as satisfactory.

We may have a man who on a heavy fire district has not had a Class C fire get out for years, or a man on a heavy grazing district who is making material progress in grazing management, or a man who is doing several of these major jobs, and doing them exceptionally well, but who on the other hand is slow in submitting reports, or does not keep his district signed up, does not keep his office in neat and orderly shape. This man is not 100 per cent satisfactory, but he is doing an A No. 1 job of handling the big work on his district. All that we can do is to train him, build him up on the weak points as far as possible, because the good work he is doing out-weighs by far his deficiencies. If an employee was doing piece work, satisfactory work could be determined by the amount arrived at as a standard for a good day's work, and in the long run an employee's work, of whatever nature, should be judged by the results accomplished. If the results are measurable in definite terms, a standard which represents "satisfactory work", can be set up. If the results desirable are not definitely measurable, what is satisfactory progress must be subject more or less to judgment and opinion and will of course vary with the men rating the work of others.

It should be possible to a considerable extent, to rate satisfactory work according to progress made in the accomplishment of definite plans and objectives of work, but this would also allow for considerable variation throughout a large organization due to the plans themselves being made by a large number of individuals and variation in the amount of work set up in the plan as satisfactory progress toward an objective for a specified period.

2. There should be technique in writing a personnel memorandum just as there is technique in handling personnel in any way. One of the most vital and encouraging things for any one who is endeavoring to do good work is to get recognition of good work from his superior officer. Furthermore, if personnel memoranda are to constitute a

permanent record which in most cases they do, it is unfair to the employee to point out weak spots without giving due recognition to strong points. Furthermore, it seems to me personnel memoranda should avoid unimportant details which can better, in most cases, be handled personally with the man.

The personnel memorandum and record is an important thing to the man concerned. It may be used by Supervisors who do not know the employee personally and must form an opinion from the written record. It must be fair, clear and subject, as far as can be, to but one interpretation, point out the good as well as the poor, and free, as far as possible, from minor details.

**J. W. Humphrey**

**Ephraim, Utah**

In the Civil Service examinations a rating of 70 per cent will place you on the eligible list without military preference. That mark is satisfactory except that you will not be given an appointment until those men who passed with a higher rating have first been placed. If your work in the Service is only grade 70 you may retain your job but you receive no advancement until the other officers in the organization whose services rate higher than 70 per cent have been promoted.

It is extremely difficult to write a personnel memorandum that does not leave a sting, unless the work of the officer has first been carefully and thoroughly gone over, even then there must be a generous sprinkling of praise, or at least some of the good qualities must be brought into the written record.

I like your illustration of the team. A good pulling team must be kept at work that will give them a chance to develop. If you take them off of hard pulling and give them something easier for a while, care must be used when they are returned to the harder work. In other words, you must use them carefully until their shoulders harden or they will likely disappoint you. The same is true for men; they must be kept working. By practice we become expert in doing our work and find time on our hands through shorter methods used in getting over the same jobs. This time should be directed along useful activities. A man loses ambition if he just takes it easy and does only two-thirds of a day's work which once required a full day. It is the work of the supervisor to encourage and assist such men in directing their efforts along lines that will not only be of benefit to the Service but that will keep them growing.

---

**J. F. Brooks**

**Missoula, Mont.**

2. There is, I suppose, a technique of writing personnel memoranda, but so far as the Service is concerned, each man has had to develop it for himself, in most cases. I have in mind one outline, but it contains only a few "picayunish" details and is of little value.

There are, of course good and bad personnel memoranda and I agree with the lesson in the statement that an impersonal attitude should be maintained in appraising personnel. Prejudice, for or against the individual, sullies the contents of the memorandum and, while the action taken as a result may be tempered by kindly



consideration and recognition of extenuating circumstances, nothing should be over-rated or glossed over in reporting facts. Inaccuracy will be a boomerang to the subject of the memorandum and to the author.

---

E. S. Keithley

Colorado Springs, Colo.

Before personnel memoranda can be written on a strictly factual basis, some system must be set up and made to work that will record the facts essential in writing such memoranda. The professor is almost in daily contact with the student. He grades the work of each student daily, weekly or after each quiz or exam. One of his chief functions is to grade or rate each student. Usually one professor grades his students in one thing (subject) only. I think all will welcome a factual basis in personal rating. I have thought of attempting to record daily every bit of work done by each member making up the forest staff, to get facts thruout the year and so have a factual basis for writing personnel memoranda. If I get into such a habit, I am afraid the results won't be worth the effort expended to get them, like so many of these things we ought and want to do. Anyhow, I believe in bringing personal matters out in the open and talk them over just as we do a problem in forest management or grazing. Let's find a satisfactory way to get facts. Personnel facts are usually part and parcel of a ranger's work—job analysis, standards, and how the ranger measures up to these standards is the proper basis for personnel facts. There must be a way to measure and weigh more accurately these personnel facts.

---

W. G. Durbin, J. S. Everitt

Susanville, Calif.

(1) The definite defining of satisfactory for the total job in our organization is not as easy as in organizations where the job does not involve being a "jack of all trades". A man's work may be entirely satisfactory in certain activities and if these activities are the major activities which compose his job his work will be considered satisfactory. If conditions change or the man is transferred, activities in which his work is not satisfactory may become his major activities. In the first condition his services were satisfactory because the activities he was weak in were a minor part of the job and weighed against his good work in the heavy part of his job, did not show up. In the second case, unsatisfactory work in the same activity which is now a major activity would soon show up and his services for the job as a whole would become unsatisfactory. Perhaps he would be said to be slipping.

With the job analysis we are in a better position than ever before to define what is satisfactory for the job. It would seem that before a better system can be adopted it will be necessary to correct the "square peg in the round hole" system that has been too much in evidence in the past. What is needed is a complete survey of the activities on every ranger district and the importance each activity should bear to the whole. Next, a current record should be kept from the best information available showing the strong and weak points of the personnel available for filling these positions. With

the above mentioned records it would be possible to know just what shifts should be made so as to have the jobs filled by men best qualified to do the work on the particular district. When we have a record of just what the job on each ranger district is and have filled it by a person qualified to do the work, a rating scheme can be devised that will have a definite meaning.

**W. E. Tangren**

**Elko, Nevada**

1. The term "satisfactory" as generally used is indefinite and undependable as a measure of efficiency. It is not gauged by definite measures but is a generalized rating set by the reporting officer. What would be satisfactory to one officer may not be to another. Satisfactory work in one situation may not be so in another. Competition or lack of competition for jobs raises or lowers the rating as covered by the term satisfactory. If you can't get a man who will do the job better, even though it is not done quite as you would have it, you are apt to rate it as satisfactory. A grade of work that would be rated satisfactory for a man's first year on the job may be considered unsatisfactory for his second or later years.

Standards of work needed vary with forests and with activities. Fire prevention work satisfactory to the Humboldt Forest may be decidedly unsatisfactory to the Flathead. Grazing standards satisfactory to the Toyabe may be unsatisfactory to the Manti.

The term "satisfactory" can be used successfully if tied to definite standards. To set up these standards take each forest or closely related groups of forests separately. Set up ratings in percentages for each activity. Tie the term satisfactory to these ratings if it is desirable to use the term. For example, a percentage of 70 for a man's first year, 75 for his second and 80 for his third may be set up as satisfactory. The setting of standards should have a regional and service-wide guidance.

2. Yes, there is a technique in writing a personnel memorandum. There are good and bad memoranda. A good memorandum reports the job rather than the man and convinces the man that it is the job that is being reported. If the writer keeps in mind that he is reporting the job it will lead him to an interpretation of the accomplishments rather than of personalities. Keep personalities out of it. If you bring up personalities the rated officer will interpret it in terms of personal likes and dislikes, leading his attention away from his job.

**J. V. Leighou**

**Hot Sulphur Springs, Colo.**

The first and second questions are very closely related and it is probably here that there is more friction than anywhere else in personnel management. One of the greatest difficulties appears to be that small details are too often emphasized and that such statements are prone to be matters of opinion. In writing a personnel memorandum it should be confined to facts which have been well substantiated, and while a personnel rating may include personnel characteristics, statements as to these characteristics should not be commented on too fully in memoranda. Such subjects may be talked over freely enough in an informal way but the idea of taking a man aside to



discuss his personnel case will more often fail than produce good results. It frequently happens, however, that in an informal way while on the job, the same things can be told without ill effects. I believe that it is not being told of their shortcomings so much that men dislike as it is the fear that such things will become a matter of record and held against them.

In my opinion the only way to arrive at a definition of satisfactory is to use a percentage basis and even then different men will rate differently and there appears to be no easy remedy for that feature. We are gradually working out standards of satisfactory work and these will gradually increase in number and with them will naturally come a more definite rating of men.

---

Geo. C. Larson

Provo, Utah.

1. It is practically certain that any person's work will rate lower in some activities than others, but at the same time a standard which can be called satisfactory is fixed in every supervisor's mind. This standard cannot be set down definitely and if it was set down there would be variation in the way different supervisors judge whether or not the standard has been reached by subordinates. A supervisor whose hobby was grazing would rate men differently than another man who may take over the forest and who laid the stress on timber activities, fire or improvements.

It should be fairly easy to determine if a man's work is satisfactory or otherwise, but giving ratings in degrees of satisfactory work one man against another is much harder. Granting that the work of each of the eight rangers on a forest is satisfactory, the problem arises as to which man has really performed the greatest amount of work to the most satisfactory degree. The supervisor may not have had time or opportunity to really see and appreciate the work of some of the men and thus their work may be rated lower than others of their co-workers, where no discrepancy exists.

---

Andrew Hutton

Durango, Colo.

No one can logically argue against standards and personally I believe in having definite standards for as much of our work and as many of our jobs as possible. I do not believe, however, that I will live to see the day when any Forest Service job as a whole is so standardized that everyone will agree as to when the job as a whole has been done satisfactorily. We can never hope and I doubt if we ever want to standardize our work as a whole as the job of a piece-worker in a factory is standardized. The trouble with most jobs in the Forest Service is that there are always so many unforeseen things coming up which change our work and our plans. We begin each year with the idea of building a skyscraper but each month so many changes in design are introduced by unexpected jobs that by the end of the year our planned skyscraper looks like a "Hogan". We need more definite standards to help us construct more nearly to pre-arranged plans but the plans as a rule are too idealistic.

To eliminate personal opinion and judgment in measuring satisfactory accomplishment will be more difficult. Our present marking

policies are standards and give about as definitely as it seems possible the standards for marking various species of timber under various conditions. Yet the men responsible for setting up those standards vary considerably on the matter of just which trees should or should not be marked. Satisfactory marking to one inspector is not always satisfactory to another because of difference in judgment. The same thing applies to a lot of our other jobs. A good piece of trail construction to one inspector is only fair to another. The time and money available to do a piece of work influences the degree of perfection of accomplishment. Satisfactory grazing to one man is not by any means satisfactory to another. Some of this is due to the fact that definite understandable standards have not been set up and much of it is due to difference of opinions.

Men have always and always will differ in opinion. That fact can never be changed. If they had not and if man had always been required to do things according to definite uniform and understandable advance standards the world would still be traveling in ox carts and living in grass huts.

The other difficulty in making "satisfactory" understandable to everyone is the problem of accurately weighing the good or satisfactory accomplishment on one job with the bad or unsatisfactory accomplishment on another. Even if difference of opinion could be eliminated who can tie down definitely the relation of a PR job to a grazing job or a lands job to an improvement job and give each its proper weight in the final analysis of the accomplishment of the whole job? Personally I consider it quite improbable that anyone will ever succeed in giving each individual job its proper weight in comparison with others so that everyone will agree, because of the various factors which affect the relationship of one job to another.

---

L. G. Hornby

Kalispell, Mont.

1. I have no doubt that the word satisfactory could be analyzed, interpreted, and described so that it would mean nearly the same degree of efficiency to everyone. But after done we would have been spending a lot of time on tail-end employees whose weak spots are usually evident. This question is not concerned with the man's relative efficiency above "satisfactory".

We must answer the question "Within his possibilities did he do more than the minimum we think reasonable to expect?"

From the end of the last overload period up to the next did he accomplish the minimum requirements?

During periods of overload: Did he do a satisfactory amount of the most important things; could he have foreseen and avoided the overload; if not, was he as near ready as reasonable to expect?

Each of these questions can be answered by **yes** or **no** and in answering them the things in which the man is weak will be evident. This satisfies the real object which is for the manager to give corrective training or make the next man above into a new tail-end.

Establishing and applying fixed volume and quality standards for "satisfactory", would not be difficult in the absence of overloads, which, however, seem to be more the rule than the exception. Applying them at such times is not rating the ranger but the higher up



who made or permitted the overload.

2. The kind of personnel memorandum I prefer tells in a few words:

What the man's strong qualifications are.

What the man's weak qualifications are.

What should be done about it.

No man is all good or all poor and any memorandum that depicts him as either raises a question of the writer's ability to be a fair judge.

Because the writer frequently has particular failings or successes in mind, he is likely, unless he checks himself carefully, to tell only that side of pertinent facts. The whole truth is necessary.

I have been keeping an envelope for each employee, including myself, in which I accumulate rough notes about good and poor results and conclusions, about betterments. I started this because I couldn't remember the exact facts to illustrate particular cases and I wasted a lot of good conversational contact approaches thereby. It is easy and satisfactory to make personnel reports from these notes.

1436	
4-21-30	
D-2	
No. of copies	280
No. of impressions	4576
Cost:	
Letter	12 60
Overhead	6 30
Stock	3 36
Illustrations	
Presses	
Other	32 50
Total	54 76
New composition	
Part pickups	Standard
Oil & grease	Overhead